

Inspection of Hereward Primary After School Care

The Hereward County Primary School, Colebrook Lane, Loughton IG10 2HR

Inspection date: 15 July 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happily at the club and are greeted enthusiastically by staff. Younger children are accompanied by their teacher, ensuring a secure transition to the club. Children put away their belongings and settle quickly. At the start of the session, staff tell children about the range of activities available for them. Staff know children well and plan a good range of age-appropriate resources and activities to support children's interests and to meet their individual needs. For example, children can participate in creative activities, play games, or relax and read books in the cosy book area. Children choose how they want to spend their time at the club and remain highly engaged.

Children are keen to participate in craft activities. Staff sometimes link the activities to stories they have read with children to support their understanding further. Children listen to the instructions well. They are confident to ask staff for help and eagerly show staff their finished creations, smiling with pride as staff praise their achievements. Staff join in activities alongside children. They engage children in conversations as they talk about what they are doing and ask about their day at school. Children behave extremely well and are considerate of others. For example, older children help younger children to organise their belongings as they line up to go home.

What does the early years setting do well and what does it need to do better?

- The provider ensures staff at the club understand their roles and responsibilities well. Staff work effectively as a team. They communicate constantly with each other and deploy themselves appropriately to make sure children are supported and supervised at all times. This helps to promote children's safety and well-being.
- Partnership working is good. The provider has established a strong and effective partnership with staff at the host school. Staff communicate with teachers on a daily basis to ensure children's individual needs are met and to promote continuity in their care and well-being. Staff provide verbal feedback to parents as they collect their children from the club. The provider plans to enhance this further by providing parents with weekly newsletters to improve and extend the information they receive about children's experiences at the club.
- Clear strategies are in place to help children to understand the behaviour expectations at the club. Staff reinforce these through discussions at the beginning of each session, encouraging children to think about the 'three Bs'. Children show excellent recall and talk confidently about 'being safe, being respectful and being focused'. Children give good examples of what they can do to follow the rules and how to behave towards staff and each other.

- Staff ensure children have opportunities to be physically active in the large outside area. Children select their own resources and decide what games to play. Young children concentrate as they connect detachable hoops together and tell staff they have made a 'spaceship and a snow man'. Staff join in with children's games and model how children can improve their skills. For example, staff show young children how to throw and catch balls and flying discs. They encourage children to persevere and praise their efforts and achievements, helping to build their confidence and resilience.
- Children demonstrate good levels of independence. They choose their own activities, meet their personal care needs and collect their own belongings to go home at the end of the session. During activities, staff encourage children to do things for themselves before offering their support. Although children do not access the internet at the club, staff arrange an 'internet safety week' to help children understand when they might be at risk.
- The provider evaluates the provision, seeking the views of children, staff, parents and staff at the host school. The leadership team identify areas for development and implement changes to continually improve the experiences of children and families. For example, plans are in place to employ a further member of staff to focus on enhancing the provision of sporting activities for children at the club. The leadership team hold regular meetings with staff and encourage them to engage with professional development opportunities to strengthen their knowledge and skills. Staff advise they feel supported by the leadership team and enjoy working at the club.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY548165
Local authority	Essex
Inspection number	10344364
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	32
Number of children on roll	44
Name of registered person	The Red Balloon Family Foundation CIO
Registered person unique reference number	RP548164
Telephone number	02030868186
Date of previous inspection	14 September 2018

Information about this early years setting

Hereward Primary After School Care registered in 2017. It is managed by the Red Balloon Family Foundation, a registered charitable incorporated organisation. It is situated at Hereward Primary School in Loughton, Essex. The after-school club operates from 3.15pm until 5.45pm, every weekday during term time, apart from bank holidays and school closures. The club employs eight members of staff, including the club leader who holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Marisa White

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and provider took a tour of the club. They discussed how the club is organised and the play opportunities provided for children.
- The inspector spoke to parents and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector observed the interactions between staff and children during activities.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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