

Inspection of Schools Out Club

Oldridge Road, London SW12 8PP

Inspection date: 4 October 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

All children arrive and settle quickly at the club. They are happy to be greeted by the staff and to meet their peers. This is due to the positive relationships staff have built with the children. They know children's likes and dislikes and support their personal development through discussions. For example, there is a focus on brushing teeth this term, which supports the children with their personal hygiene and self-care skills. Children develop their knowledge around keeping healthy.

Staff support children's good behaviour through the positive interactions they have with them. They talk to children about their school day and actively play alongside them, modelling good behaviour. Children behave well at the setting. Older children interact well with their peers and each other. Younger children feel safe and happy and are comfortable to play with older children. Children behave in a polite and friendly manner.

Managers have a clear understanding of the needs and interests of the children. Staff liaise with parents and the schools children attend to gather useful information about children. They use what they know to help support children to build on the skills they are learning at school. For example, staff provide opportunities for role play to support younger children's interests and to develop their social skills further.

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

- Staff encourage children to develop a sense of themselves and their identity well. Children learn about different families and people in the community, such as through puzzles and books. Staff teach children about different cultures and backgrounds, including discussing the importance of Black History Month. Children learn about similarities and differences between themselves and others. They develop their understanding about diversity well.
- Staff have a strong relationship with other professionals. The setting, parents and the schools children attend work in collaboration to further support children's learning and development, particularly for those in the early years age range. For instance, the schools inform the setting of children's current next steps and staff use this to plan activities that help to build on children's current skills.
- Even though they have only been attending the setting for less than four weeks, the youngest children have settled well. Staff implement effective settling-in procedures when children join the setting and meet children's emotional needs effectively. New children are confident to play alongside staff members and quickly make friends with others.

- Staff work hard to promote children's independence and their social skills. Children are encouraged to make choices about where and who they play with. Staff members support children to create their own rules around their play. Staff encourage children to think of their own ideas and personalise their own creations. For example, at the art and craft table, children creatively select the resources they will use and mix their own colours to paint with. Children concentrate well and enjoy the activities staff provide them.
- The managers monitor staff's practice well and provide ongoing professional development. They coach staff on how to improve their practice informally, such as through weekly feedback visits from the wraparound care manager. This helps to improve staff's interactions with children and children's experiences at the setting.
- Parents speak positively about the setting. They feel the setting keeps them informed of activities, such as through the new parent online app. Parents comment that the setting works closely with them to settle their children in when they first start.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

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| Unique reference number | EY267502 |
| Local authority | Wandsworth |
| Inspection number | 10355384 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary 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 | 25 |
| Number of children on roll | 81 |
| Name of registered person | Balham Community Centre |
| Registered person unique reference number | RP902447 |
| Telephone number | 0208 675 4800 mob 07976094062 |
| Date of previous inspection | 28 November 2018 |

Information about this early years setting

Schools Out Club registered in 2003 and is part of the Balham Community Centre Schools Out Clubs, operating from Alderbrook Primary School. The club is open from Monday to Friday from 3.15pm to 6.30pm, during term time only. Five members of staff work with the children, four of whom hold qualifications at level 2 and above.

Information about this inspection

Inspector

Wayne Cooper

Inspection activities

- The provider met with the inspector to discuss the context of the setting and staff professional development.
- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector examined documentation provided by the manager.
- Children and parents spoke with the inspector about their experiences at the club and shared their views.

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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