

Inspection of Chirpy Kids After School Club

Alexander McLeod Primary School, Fuchsia Street, London SE2 0QS

Inspection date:

26 November 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children look forward to attending the club. They are happy and enjoy their time at this calming and engaging after-school club. Staff develop very positive relationships with children. They are interested in what children are doing and engage in back-and-forth conversations. They take account of the children's individual interests. Children make choices in the activities they can do and eagerly plan the snack menu. This means children have a sense of belonging and are part of how the club runs.

Children fully immerse themselves in what the club has to offer and show high levels of engagement and enjoyment. For instance, children spend long periods of time exploring and concentrating as they sew festive decorations. They independently select the resources and talk to staff about the card game they play.

Staff are very positive role models and interact purposefully with children, joining in children's games. They model the behaviours they expect from children. Children are polite, and their behaviour is excellent. Children feel safe and secure, they are confident to ask staff for help. Staff offer praise and encouragement and reassurance to all children. This helps children to develop close relationships with staff and to feel a strong sense of belonging at the club.

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

- Leaders plan the environment well to support children's well-being, ensuring they have areas, such as the book area, to relax and look at a book after a busy day at school. Children enjoy various games and play together, taking turns and showing good knowledge of the activities. For example, children eagerly play card games together, chatting about the value of each card, eagerly explaining the rules to their peers and staff as they join.
- Leaders build good relationships with staff from the host school, and information sharing is consistent. Leaders communicate with class teachers regularly and work closely with staff supporting children with special educational needs and/or disabilities (SEND), to understand strategies used and how they can continue to support children's targets within the club.
- The staff know the children well. Throughout the club, staff initiate individual conversations which engage children. These interactions make children feel valued and welcome. This also helps to build their confidence and make them feel safe and secure.
- Younger children are supported and reassured throughout their time and there is a strong key-person system in place. For example, children eagerly make their own games as they role play 'shops'. Staff encourage older children help

younger peers to write the prices of toys to be sold. Children are keen to show off their writing skills as they do this and write their names on their pictures. Staff are deployed well throughout the club so that children are kept safe.

- At teatime, children are offered healthy choices, and it is a social occasion. Children eagerly make choices from the options on offer. Children excitedly ask if the menu is the one they designed. This means children feel their voices are heard.
- Leaders ensure staff well-being is paramount and provide regular meetings and annual appraisals to discuss opportunities to develop their practice. Staff complete regular mandatory training, such as safeguarding and paediatric first aid, to refresh their knowledge and skills. This supports them to keep children safe.
- Parents speak highly of the club. They particularly value the flexibility and appreciate the care their children receive. Parents relay how their children love to attend. However, parents comment that more information about their child's time at the club and information on the snack children have eaten would be helpful to understand how their child's day has been.
- Leaders and staff create a diverse and inclusive environment. All children, including those with SEND, are very well supported. Leaders work closely with parents and the school to make sure they offer a consistent approach to meeting children's needs.

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	2701079
Local authority	Greenwich
Inspection number	10367729
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	20
Number of children on roll	30
Name of registered person	Agyemang-Dua, Afua
Registered person unique reference number	RP558348
Telephone number	07961521540
Date of previous inspection	Not applicable

Information about this early years setting

Chirpy Kids After School Club registered in 2022. It is situated within the London Borough of Greenwich. The club operates Monday to Friday, before and after school, term time only. The setting employs five staff, including the manager, all of whom hold relevant childcare qualifications.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents and sampled recent parent questionnaires during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024