

Inspection of Benhilton Kids Zone

Westbourne Primary School, Anton Crescent, Sutton SM1 2NT

Inspection date:

18 March 2025

**The quality and
standards of early
years provision**

**This
inspection**

Not met (with actions)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

There are weaknesses in staff's practice that affect children's safety and the consistency of their care. This is particularly in relation to staff's poor knowledge of safeguarding and communication with parents. However, following an incident, the managers and staff have improved their procedures at home time. They have reviewed the staffing arrangements and their roles to ensure that these are more effective. Staff have learned the importance of being vigilant in transitioning children from the premises safely.

Staff welcome children from different backgrounds and cultures, and the setting is inclusive. They create opportunities for children to be active and engage in a variety of physical activities outdoors. Children play happily and enjoy using age-appropriate equipment, such as climbing frames and slides. This encourages children to exercise, which benefits their physical health. Staff engage with children positively. They expect children to share and take turns to promote their good behaviour. Overall, children are motivated to play. However, at times, staff do not organise the daily routines effectively. This causes some children to become bored and restless.

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

- Some staff lack sufficient knowledge of identifying and reporting their concerns to relevant agencies. They do not know the signs and symptoms that may indicate a child is at risk of harm, including the indicators of extremist views and behaviours. In addition, although there is a safeguarding policy in place, managers do not ensure that procedures are followed consistently. They do not ensure that all staff are aware that any concerns regarding a child or colleagues must be reported to the appropriate external agencies. This compromises children's safety and welfare.
- Some parents do not receive enough information about how staff operate the setting. This includes information regarding the activities offered to children and the assigned key person for young children. This lack of communication does not support a consistent approach to meeting children's care needs.
- Staff have established a close partnership with teachers at the host school. They attend meetings to share information about their work with children. This helps staff to manage children's behaviour appropriately. For example, they learn how teachers use praise and encouragement to promote children's good behaviour.
- Children, including the young ones, are keen to do things for themselves. They take age-appropriate responsibilities, such as caring for their personal needs. At snack time, children show strong independence skills. They talk and socialise with others.

- Staff report they enjoy working in the setting. The managers have completed rigorous vetting and induction procedures to ensure that staff are suitable to work with children. This includes providing references and completing Disclosure and Barring Service Checks. There are ongoing checks to monitor any changes to staff's circumstances.
- Children play confidently, inside and outside. For example, young children engage in role play with their friends. They enjoy exchanging their thoughts and ideas with each other. Other children have fun exploring building bricks to make three-dimensional structures. Children also have opportunities to practise their drawing and writing skills using various tools. This complements children's learning in school.
- Staff create an inclusive practice. They explore several cultural and religious festivals, such as Eid, Christmas and Chinese New Year, with children. This helps to foster children's understanding of similarities and differences between people. In addition, staff organise fundraising events to support various charities and teach children about their community.
- Staff receive regular supervision sessions to help them to engage children in play. They have completed training that has increased their knowledge of how to observe and plan activities for children. Consequently, children have access to a wider range of play experiences.
- Staff are keen to involve other professionals to help evaluate the quality of the provision. They recognise that their daily routines sometimes do not help children to remain focused and engaged. One example is when children wait too long as staff prepare them for outdoor play. This causes children to become bored and restless.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve knowledge and understanding of all aspects of safeguarding, including what must be notified to Ofsted and other relevant agencies in a timely manner	23/05/2025

communicate with parents about all aspects of the setting, including the key-person system for young children.	23/05/2025
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Setting details

Unique reference number	2812493
Local authority	Sutton
Inspection number	10393998
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	3 to 11
Total number of places	60
Number of children on roll	74
Name of registered person	Barker, Jacqueline Margaret
Registered person unique reference number	RP513647
Telephone number	07817241463
Date of previous inspection	Not applicable

Information about this early years setting

Benhilton Kids Zone registered in 2024. It is independently run and operates from Westbourne Primary School in the London Borough of Sutton. The setting is open during term time, before and after school, Monday to Friday. There are 12 staff members; five of whom hold childcare qualifications ranging from level 2 to level 4.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the setting.
- The manager showed the inspector around the setting and explained how they organise the play opportunities for children.
- Parents and teachers spoke with the inspector to share their views on the quality of the provision, which were taken into account.
- The inspector observed the interactions between staff and children, indoors and outdoors.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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