Jacqueline's Gems @ Christ Church

Unique reference number (URN): 2746848

Address: Christchurch C Of E Primary School, Lesney Park Road, Erith, DA8 3DG

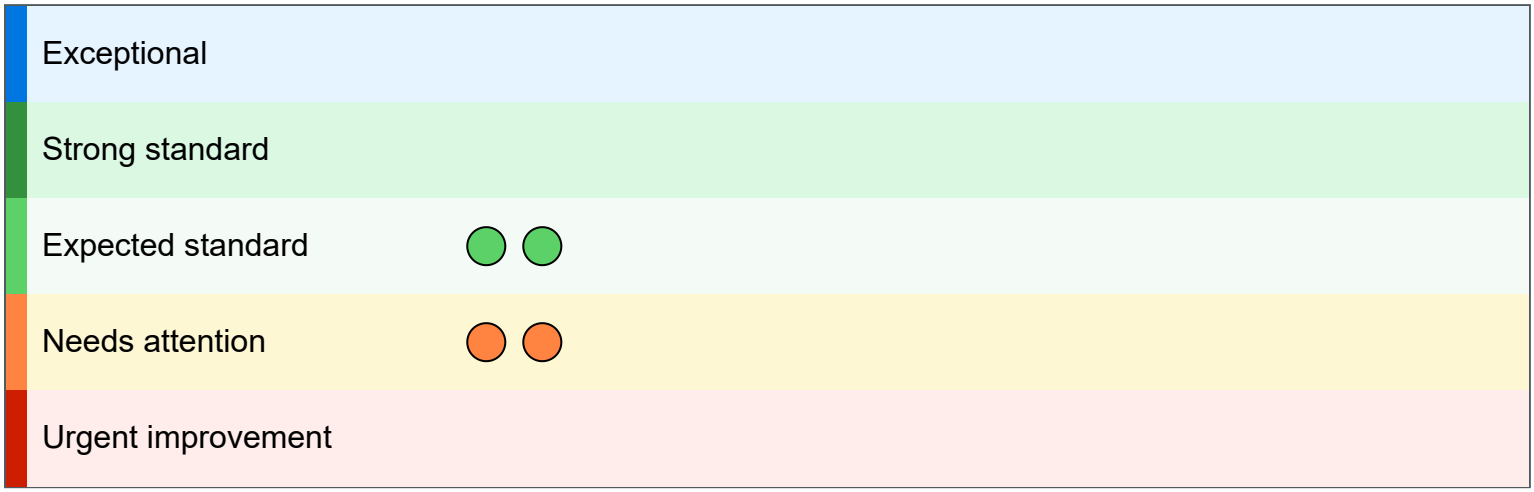
Type: Childcare on non-domestic premises

Registered with Ofsted: 08/08/2023

Registers: EYR, CCR, VCR

Registered person: Jacqueline's Gems Childcare Services Ltd

Inspection report: 3 March 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard

Children demonstrate their understanding of the routine. Staff provide clear explanations age and stage appropriately when required. This ensures all children know what is expected of them and understand the club's rules. They independently hang up their coats and bags on arrival and help themselves to fruit at snack time. Children listen to adults and show respect by implementing what they have been asked. For example, walking inside, letting staff know if they want to move to the inside or outside space. This ensures staff know where children are at all times, which supports their safety. Children share resources with their peers and older children support younger children, when they play games like snakes and ladders. Older children help the younger children fully understand the rules.

Staff role model positive behaviour. They ask questions about children's views and opinions and listen to their responses. They provide praise and encouragement and actively engage with children as they play.
Children are keen to take on responsibility and offer to be monitors for different jobs during the session. For example, helping with snack and activities and tidying away the toys. Children show good concentration during activities, use good manners and behave well. Staff record and monitor children's attendance to ensure they benefit from attending the club.

Children's welfare and wellbeing

Expected standard

Hygiene practices are in place but are not always followed consistently to promote children's good health. Staff provide healthy snacks but allow some children to eat sweet, which does not promote the club's healthy eating policy or promote consistency for all children.

Staff create a welcoming space for children to relax and enjoy after their day at school. They are attentive to children's wellbeing and regularly check that children are ok. Staff engage children in conversations about their day and use language to help children understand their emotions. Younger children and those with special educational needs and/or disabilities are allocated a key person, when they first start at the club. This helps staff to get to know children well, which in turns helps children to settle, build relationships and feel a sense of belonging.

Staff support children to learn about safety, they give gentle reminders, when needed, as they use the apparatus. Staff provide supervision that enables children to practise their physical skills and enjoy their play. Children develop good social skills and interact throughout the session with their peers.

Needs attention

Inclusion

Needs attention

Leaders and key persons do not consistently work in partnership with parents, special educational needs coordinators or the host school to update information or changes to children's health and/or care needs to fully support children with special educational needs and/or disabilities (SEND) during their time at the club. Parents comment that they are not kept updated or asked for their input so staff can keep abreast of children's changing needs. The after-school club welcomes all children from the host school to attend, including those with SEND. Staff collect information from parents when children first start. This helps them to get to know children well and to promote their interests.

Staff lack knowledge regarding supporting children with SEND and provide limited targeted support. This means that inclusion is not fully effective and does not ensure all children with SEND benefit fully from their time at the club. Children with SEND have built relationships with staff and their peers and show they feel settled. They enjoy the broad range of activities on offer and happily explore the environment. Overall, staff interact well, they spark conversations and show an interest in activities that children choose. They provide praise and encouragement and promote positive relationships.

Leadership and governance

Needs attention

Leaders and staff have identified some strengths and, through discussion, recognise there are some areas that need further development. Leaders have not yet taken appropriate measures to ensure improvements are embedded. This includes identified professional development for staff and strengthening partnerships. For example, with parents and other professionals to proactively meet the needs of children with special educational needs and/or disabilities (SEND) to embed inclusion fully across the club. Leaders have addressed previous actions from their last inspection and made changes to ensure stronger practices are implemented. For example, changes to the use of mobile phones, procedures for medication and developing a key-person system.

Staff plan activities but do not consider the additional targeted support needed for children with SEND. They plan together and prepare activities that include children's interests. Leaders ensure that all staff are suitable to work with children. All staff complete an induction when they start work, which helps them to understand their roles and responsibilities. This includes completing mandatory training on safeguarding and first aid, which promotes children's welfare and wellbeing. Staff record children's attendance and follow up on any absences. Leaders are supportive of staff wellbeing and managing their workload.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

On arrival at the club, some children choose to eat sweets from party bags they received at school and staff do not address this. The club promotes healthy eating but staff are inconsistent in putting this into practice, which gives children mixed messages about rules at the club. Good hygiene routines are not followed and children are not asked to wash their hands before helping themselves to fruit.

Staff do not always provide additional support for children with special educational needs and/or disabilities to enable them to join in or offer alternatives to meet their needs

effectively.
Children show good concentration as they listen to stories and play bingo with their peers as part of their activities for World Book Day. Older children support their younger friends and work well together. Staff engage with all children and spark conversations.

Children comment that they enjoy attending the after-school club and feel safe. Staff collect younger children from their classrooms and older children from the hall. All children receive a warm welcome and staff engage in conversations about their day. This supports children's wellbeing and builds trusting relationships with the staff. Children know what is expected of them and demonstrate this as they put on high-visibility jackets and walk to the club. On arrival, children take responsibility for their belongings and hang up their coats and bags in the designated area. Children sit for the register and listen to staff as they explain what is happening today.

Children actively enjoy their time outside. They practise their skills as they balance and climb and celebrate saving and scoring goals as they play football. Children show confidence in asking staff to play with them and demonstrate their independence in completing tasks as they use apparatus. Staff deploy effectively and supervise the children. This allows children to move between the areas of the club and helps to keep children safe.

Next steps

To meet the requirements of the Early years foundation stage and Childcare Register the provider must take the following actions by the assigned date:

Action	Completion Date
ensure partnership working is strengthened to include regular updates to support plans to effectively meet the needs of children, including those with special educational needs and/or disabilities	04/04/2026
ensure leaders identify areas for improvement alongside staff development to address any issues swiftly and make further improvements to staff practice	04/04/2026

About this inspection

The inspector spoke with leaders, staff, children and parents during the inspection.

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.

Inspector:
Helen Craig

About this setting

Unique reference number (URN): 2746848

Address:
Christchurch C Of E Primary School
Lesney Park Road
Erith
DA8 3DG

Type: Childcare on non-domestic premises

Registration date: 08/08/2023

Registered person: Jacqueline's Gems Childcare Services Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:00 - 09:00,Monday,Tuesday,Wednesday,Thursday,Friday : 15:00 - 18:30

Local authority: Bexley

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 3 March 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
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Manchester
M1 2WD

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