

Inspection of Après School - Willington

Willington School, Worcester Road, London SW19 7QQ

Inspection date:

19 September 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 enjoy the time they spend at the after-school club. When children arrive from their classroom at school, staff hold brief discussions with teachers about children's day and pass on key messages to parents. This helps to support a successful flow of information sharing and ensures that staff in the club are fully up to date with children's daily welfare needs.

Children enjoy using the outside space to be physical. They arrange games of football between themselves and use the climbing apparatus. Children are very self-sufficient, knowing what they can do. They speak to staff about what they would like out and where they would like to play. Overall, staff have high expectations for children's behaviour. They offer praise and encouragement to remind children of the rules and boundaries. Children are very respectful towards their peers and form strong friendships. For example, younger children build tower structures with older children. Children behave well and show empathy for one another.

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

- Leaders ensure that the shared premises are suitable and secure. Staff carry out risk assessments of the indoor and outdoor environment. They sign children in on arrival at the club and keep an accurate record of their attendance. Staff deploy themselves and supervise children as they play.
- The arrangements for settling children into the club are effective. Leaders work closely with parents and teaching staff at the school, to gather key information about children before they first start. They use this information to ensure that they take account of children's interests and meet their care needs.
- Children enjoy the healthy meals and snacks which staff provide. This helps children to make healthy choices. Children know the routines of the club well. For example, they readily wash their hands on arrival before eating. However, leaders have not yet established consistent routines to ensure that all staff promote the same practices. This means that not all children develop a secure understanding of healthy lifestyles.
- Leaders of the club work well in partnership with the host school. School staff accompany children to the club to share information about their day. Staff meet with school staff to ensure consistency of care for children with special educational needs and/or disabilities. Staff use daily verbal and electronic messaging systems to communicate with parents.
- Staff are good role models and provide children with lots of praise and encouragement. They use activities to support children's confidence and self-esteem. Staff actively encourage older children to help younger children to learn

new skills. Older children spend a great length of time demonstrating ball skills with young children. This helps children to build respectful relationships with one another.

- Staff promote children's confidence and resilience skilfully. They quickly intervene to help older children resolve conflicts. This has a positive impact on children's good behaviour.
- Leaders are reflective about developing staff's professional skills and knowledge. They make sure that they access a range of training opportunities. These include attending various safeguarding courses and behaviour management training. This helps to build on staff's knowledge of the various ways they can support children's emotional needs. Leaders discuss how they will use supervision sessions and appraisals of staff to help them to develop as professionals.
- Staff develop appropriate partnerships with parents and, when asked, children are confident to talk about what they like to do when they come to the club. Some children say they really enjoy going outside to play.

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	2764313
Local authority	Merton
Inspection number	10361283
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 10
Total number of places	96
Number of children on roll	27
Name of registered person	Après School Limited
Registered person unique reference number	2764312
Telephone number	07586164458
Date of previous inspection	Not applicable

Information about this early years setting

Après School - Willington registered in 2021. It is privately owned and operates within Wellington School, in the London Borough of Wimbledon. The club operates from Monday to Friday, during term time. It is open from 3.30pm until 6pm. The club employs six members of staff, three of whom hold an appropriate childcare qualification at level 3 or above.

Information about this inspection

Inspector

Megan McClellan

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the club leaders about the leadership and management of the club.
- The inspector observed the interactions between staff and children.
- The inspector spoke to children, to find out about their time at the club.
- The inspector carried out joint observations of group activities with the manager.
- The inspector checked documentation, including evidence of checks on staff's suitability to work with children.

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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