

Inspection of Harriers Playsafe Club

Hackbridge Primary School, Hackbridge Road, Wallington SM6 7AX

Inspection date:

5 December 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

Children are happy and say they like coming to the after-school club. They learn to make friends and enjoy playing with the older children. The staff are warm and friendly and children are taught to be kind and caring. They report nice things about the staff, calling them 'beautiful'. Staff model behaviour expectations so that children know how to behave. They offer praise such as 'good listening'. Staff are passionate about working with children. They work well together as a team and the space is well organised. Children have access to an outdoor area and sports hall. When children arrive at the setting, they are eager to engage with activities.

Staff receive specialist training to support children with special educational needs and/or disabilities (SEND). Staff at the after-school club work closely with those from the school. They make relevant referrals to professional agencies if there are any concerns about children's development. The premises are secure and there are excellent systems in place to ensure that children remain safe. Staff supervise children well, particularly those children who have an allergy. Parents say they are happy with the after-school club. Staff communicate effectively to keep parents well informed. They share a handbook with parents about the setting, so that parents know what to expect when their children start to attend the club.

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

- During 'welcome time', staff teach children the rules, so that they learn how to behave during after-school club. Children are taught to listen and follow instructions. Staff engage in talk to clarify children's ideas and children learn to confidently ask questions.
- Staff are vigilant. There are good systems in place to supervise children at all times.
- Staff support children to transition between routines. Children know what to expect next. For example, when staff shake a tambourine, children stop and know that it is time to tidy up. Staff reinforce behaviour expectations well.
- Staff have developed good bonds and attachments to children. Children quickly settle again when they feel upset. Children know who to ask for help.
- Staff work well with parents when there is a concern. So children get the necessary help they need to make good progress. Staff act in a timely way to support children with SEND. They adapt the environment to ensure that it is inclusive.
- Staff recognise when children are beginning to show signs of boredom and make changes to the setting. This means that children learn to concentrate well on enjoyable activities.
- Children handle books carefully and take turns to read to each other. They are

encouraged to share construction bricks and mark-making tools. Children like to cut and draw and learn to build and connect resources. Children are enthusiastic to make paper planes. They giggle and laugh as they engage in playful interactions.

- Staff plan cooking activities. Children learn to make biscuits. At mealtimes, children sit together. They look forward to eating healthy food and make their preferences known, saying, 'I like rice.'
- Staff communicate effectively to ensure handover times are successfully managed. They take regular headcounts of the children and minimise risks and hazards.
- Leaders value staff and give them opportunities to develop. Staff receive training and support to confidently carry out their role, such as training on child development. They use this knowledge to plan suitable activities for children. Staff ensure that resources are age-appropriate. Staff meet regularly to discuss how to improve the setting further.
- Leaders show care and concern about staff well-being. The team are enthusiastic and enjoy working at the after-school club. They are very professional and respect each other.

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	EY470055
Local authority	Sutton
Inspection number	10363777
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 8
Total number of places	61
Number of children on roll	38
Name of registered person	Jancett Childcare & JACE Training Limited
Registered person unique reference number	RP900822
Telephone number	07872379502
Date of previous inspection	9 January 2019

Information about this early years setting

Harriers Playsafe Club registered in 2007. It changed business status in 2014. It operates from Hackbridge Primary School, located in the London Borough of Sutton. The after-school club provides care for children who attend the school. The club operates Monday to Friday from 3.15pm to 6.30pm during term time only. There are four members of staff who work with the children, of these one holds a childcare qualification at level 3.

Information about this inspection

Inspector
Jane Ihezie

Inspection activities

- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with staff about the leadership and management of the setting.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to parents 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 nursery.

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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