

Inspection of Jules Et Lis

Gearies Primary School, Waremead Road, ILFORD, Essex IG2 6TF

Inspection date:

10 July 2025

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the after-school club excited and eager to take part in activities. They are warmly welcomed by staff and quickly settle in to play with their friends. The staff create a supportive and creative environment that caters for the diverse needs of the children. They take time to ask children about their day and how they are feeling. This helps build strong relationships and a sense of belonging.

Children choose calm activities, like play dough, or opt for energetic games such as tennis, children are free to unwind in the way that suits them best after their day at school. The environment strikes a good balance between being relaxed, well organised and structured.

Staff actively foster children's natural curiosity by encouraging them to be inquisitive. Children frequently ask questions, and staff respond promptly with thoughtful answers or open-ended questions that extend children's thinking and problem-solving skills. For example, when they mix cornflour and check the textures with different amounts of water, children scoop the cornflour mixture into clear bags, to examine it further.

Staff support children in developing their understanding of safe play, such as when using water squirters to cool off in hot weather. Children are encouraged to assess and manage risk together, this enables them to play cooperatively and safely, while having fun.

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

- Parents complete information when children start, this enables staff to plan activities based on individual interests. Regular communication with teaching staff allows for information sharing about children's individual needs. The collaborative approach promotes continuity of care, builds children's confidence and ensures their individual needs are met across both settings.
- Children demonstrate good behaviour. Staff model kindness and care through positive interactions and consistent praise. This supports children's confidence and self-esteem. Staff plan a range of activities that provide opportunities for children to build on their social skills as they interact with one another. For example, a group of children individually build complex structures using construction blocks and then work together towards creating one large structure. This leads to children enjoying each other's company and developing good relationships.
- Children enthusiastically tell visitors what they enjoy and say how much they like attending the club. Children expressed a keen interest in imaginative play in the

area set up as an eye clinic, they complete registration forms, read out letters from the letter chart and choose their glasses. This enhances children's understanding of the world around them and develops their imaginative play.

- Staff promote children's healthy lifestyles effectively. They offer children a variety of outdoor activities in the large playground. Children play tennis and football with both the staff and their peers. Staff provide nutritious snacks for children, such as toast, crackers and fruit. This contributes to children's overall good health and well-being.
- The youngest children are allocated a key person to support them during the time they spend at the club. This helps to ensure that individual children's needs are met. Children with special educational needs and/or disabilities are well supported by staff. Staff facilitate their play needs to ensure inclusion, such as providing sensory experiences.
- Managers provide effective supervision and support for staff, ensuring they are confident in their roles. New staff complete an induction programme and termly meetings are held to review professional development and progress. This enables staff to plan and deliver care that meets the diverse ages and needs of the children. Ongoing training opportunities further enhance staff skills and knowledge. Staff report feeling valued and well supported in their roles.
- Parents are happy with the care that staff provide at the club. They praise the friendly staff and say their children enjoy attending. Parents value the club's positive impact on their children's social development and confidence. They also appreciate the attention to individual routines and effective communication from staff, including passing on messages from school.

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	EY273891
Local authority	Redbridge
Inspection number	10398068
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	24
Number of children on roll	57
Name of registered person	Jules Et Lis
Registered person unique reference number	RP905739
Telephone number	07946 642915
Date of previous inspection	2 October 2019

Information about this early years setting

Jules Et Lis registered in 2003. It is situated in Gants Hill, in the London Borough of Redbridge. The breakfast club is open each weekday from 7.30am to 9am, and the after-school club opens from 3.15pm to 6pm, during term time only. There are six members of staff, one of whom holds an early years qualification at level 3.

Information about this inspection

Inspector

Jaswinder Rakhra

Inspection activities

- The inspector observed interactions between staff and children.
- The inspector spoke to parents and took their views into consideration.
- A range of documentation was sampled by the inspector, including information on the suitability of staff.
- Discussions were held between managers and the inspector to evaluate the leadership and management of the setting.
- The inspector spoke with staff and children at convenient times 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.

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