

Inspection of Rainbow Afterschool Club

St. William Of York School, Brockley Park, London SE23 1PS

Inspection date:

3 April 2025

**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 are happy and relaxed in this friendly club and keenly greet friends that attend from another local school. They share trusting relationships with the staff who care for them. Staff greet children warmly when they arrive, reminding them where to put their belongings. Staff show an interest in what children say as they talk about their day. This enables children to feel secure and settle quickly on arrival to the club. Children spend their time purposefully. They engage in a variety of activities, which capture their interests. Younger children settle to activities confidently as they are supported by staff. The club offers a 'buddy system' to help them.

Children quickly become engrossed in the activities on offer. For example, they keenly weigh the ingredients for their cake and talk about what is happening to their mixture. Staff are on hand to help children learn new skills as they practise hitting shuttlecocks in badminton or playing catch. Children are confident speakers and talk happily with visitors.

Children have frequent opportunities to develop their creative skills. Children enjoy drawing and joining in with Easter craft making and proudly show their pictures. Children concentrate and follow instructions to make the cupcakes. They have regular opportunities to develop their physical skills, such as throwing and catching balls, climbing and balancing on the play equipment or organising teams to play football.

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

- Leaders and staff work well together to ensure that children are safe and have a good range of activities to engage in. Leaders follow robust recruitment procedures. They support staff well during their induction process, ensuring staff complete mandatory training, such as first aid. Leaders recognise that monitoring of staff practice through supervision sessions and coaching needs to be strengthened. This includes developing staff professional development, to enhance better experiences for children at the club.
- Children can choose from a range of activities. They enjoy creative crafts and baking as well as challenging each other to build the 'tallest tower'. They show enthusiasm during games and work together as a team, congratulating each other as they score during the football match. Staff praise achievements as children play 'catch' and table tennis. This helps to enhance their confidence and promote their well-being.
- The staff know the children well. Throughout the club, staff initiate individual conversations which engage children. These interactions make children feel

valued and welcome. This also helps to build their confidence and make them feel safe and secure.

- Staff are positive role models and speak to children and each other with respect. Staff manage behaviour effectively. However, at times when staff are busy with routines within their role, they do not effectively engage and consistently interact with the children. Therefore, children become distracted and the noise level in the hall increases.
- Staff promote children's healthy lifestyles. Children have access to an outdoor space, where they use climbing equipment and play sports, such as football and badminton. Children enjoy the fresh air as they play games and giggle as they chase each other. Staff remind children to drink water to keep themselves hydrated. Children follow good hygiene routines as they wash their hands before tea and after being outdoors.
- Parents speak positively about the club. They say their children enjoy attending and have good relationships with staff. Parents appreciate regular communication from staff about their children's time at the club and the healthy tea staff provide.
- Leaders and staff have strong partnerships with the schools that the children attend. They recognise the importance of sharing information and working in partnership to keep children safe and to provide appropriate support. These partnerships are particularly strong with supporting children with special educational needs and/or disabilities. Leaders ensure that they use information that they receive to provide an inclusive environment, to meet children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture towards safeguarding that puts children's welfare first.

Setting details

Unique reference number	2712993
Local authority	Lewisham
Inspection number	10380612
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	30
Number of children on roll	50
Name of registered person	Walker, Errol
Registered person unique reference number	RP901304
Telephone number	07854774096
Date of previous inspection	Not applicable

Information about this early years setting

Rainbow Afterschool Club re-registered in 2022. It operates from St William of York Primary School within the London Borough of Lewisham. The club operates after school and during school holidays. The club employs seven staff, of these, three hold relevant childcare qualifications.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector observed the interactions between staff and children, both indoors and outdoors.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 club.

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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