

Inspection of Schools Out Club Ravenstone

Ravenstone Primary School, Ravenstone Street, London SW12 9SS

Inspection date:

29 May 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 look forward to attending the club and meeting with friends again. They are happy and enjoy their time at this calming and engaging club. Staff develop positive relationships with children. They are interested in what children are doing and engage in back-and-forth conversations. They take account of the children's individual interests. Children make choices in the activities they can do. This means children have a sense of belonging.

Children fully immerse themselves in what the club has to offer and show levels of engagement and enjoyment. For instance, children spend long periods of time exploring and concentrating as they climb and manage risks on the climbing apparatus. They independently select the resources on offer and talk to staff about the puzzles they complete.

Staff are positive role models and interact purposefully with children, joining in children's games. They model the behaviours they expect from children. Children are polite, and their behaviour is excellent. Children feel safe and secure. They are confident to ask staff for help. Staff offer praise and encouragement and reassurance to the youngest children. This helps children to develop close relationships with staff and to feel a strong sense of belonging at the club. Children with special educational needs and/or disabilities (SEND) are supported extremely well.

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

- Leaders plan the environment well to support children's well-being, ensuring they have areas, such as the book area, to relax and look at a book. Children enjoy various games and play together, taking turns and showing good knowledge of the activities. For example, children eagerly complete puzzles together. However, when activities are not as popular with children, staff do not react and seek children's views to change these. This means children do not always have a voice that impacts on their provision.
- Leaders have built good relationships with staff from the schools children attend. Staff supporting children with SEND ensure they are part of a very inclusive club. They use strategies used at school to support children to understand the routines of the day and transitions are smooth.
- 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.
- Younger children are supported and reassured throughout their time at the club.

There is a strong key-person system. For example, children eagerly learn new games, such as 'king square', whereby they have to keep the ball from their square. Staff are deployed well throughout the club so that children are kept safe.

- At snack. children are offered healthy choices, and it is a social occasion. Children eagerly make choices from the options on offer. Children have regular access to outdoor play and develop their physical skills as they engage in multi-skill activities, learning to be aware of the space around them.
- Staff are good role models. They speak to children and each other with respect. Children behave very well. They are polite and use good manners. They chat to each other about what they like, encouraging each other to practise their gymnastics. Children eagerly join in team games and practise football skills together and encourage each other as they climb and balance.
- Leaders ensure staff well-being is paramount and provide regular meetings and annual appraisal to discuss opportunities to develop their practice. Staff complete regular mandatory training to refresh their knowledge and skills, to enhance the provision for children.
- Parents speak highly of the club. They particularly value the flexibility and appreciate the care their children receive. Parents relay how their children love to attend and enjoy the trips on offer.
- Leaders and staff create a diverse and inclusive environment. All children, including those with SEND, are very well supported. Leaders work closely with parents to make sure they offer a consistent approach to meeting children's needs.

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	2728806
Local authority	Wandsworth
Inspection number	10394711
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 11
Total number of places	40
Number of children on roll	354
Name of registered person	Balham Community Centre
Registered person unique reference number	RP902447
Telephone number	02086734350
Date of previous inspection	Not applicable

Information about this early years setting

Schools Out Club Ravenstone offers an after-school and holiday club. It is situated within the London Borough of Wandsworth. The club employs eight staff, of whom four hold a relevant childcare qualification.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 several parents during the inspection and took account of their views.

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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