

Inspection of The Play Professionals at Sudbourne

Sudbourne Primary School, 21 Mandrell Road, London SW2 5EF

Inspection date:

8 July 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 greeted warmly by staff as they arrive at this homely out-of-school club. Staff know and value each child highly and ensure that activities are linked to children's interests. Children are fully involved in tasks and enjoy their time at the club. Staff ensure that they gather all children together each term to find out their views for future activities. They reflect children's suggestions in a broad variety of activities which they enjoy. Staff are calm and fair in their approach to managing children's behaviour. They construct group rules with children who act in positive ways.

Staff offer a range of stimulating activities that take place indoors and outdoors. Children enjoy using felt-tip pens to decorate drawings of flowers. They use their imagination as they select different colours and patterns to add to the flowers. Children play well together and create their own stories as they play with a doll's house. They use play people to take on different roles as family members. Younger children relate the doll's house to their own homes and this helps them to feel happy and secure. Children have good levels of concentration and engage well with activities.

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

- Children take turns and share well. For instance, they take part in board games where they wait their turn to describe different characters on cards. Children relate well to each other and show kindness and respect to others.
- Children enjoy observing marbles rolling down ramps in models they have made. They carefully line up marbles of different colours to roll from different points. Children think about how to extend the ramps to add different routes for the marbles to roll along. They work together to solve problems and build effective ramps.
- Children use a quiet area to relax with a wide range of interesting books. They feel calm and happy as they relax on soft cushions and this supports their well-being. Staff ask children how they are feeling and help them to find ways of managing their feelings, where needed.
- Children enjoy a wide range of physical challenges in the outdoor area. They carefully balance across a rope bridge, swing from bars and climb across frames. Staff play organised ball games with children, such as football and basketball.
- Leaders spend a lot of time in the group room with staff and children. They observe how staff interact with children and offer feedback to improve, where needed. Leaders meet with staff regularly to discuss and support their work. They ensure that all staff attend regular safeguarding and first aid updates to keep their skills and knowledge up to date. Leaders reflect on all aspects of the

club and set goals for improvement.

- Staff know how to support children with special educational needs and/or disabilities. They obtain information from class teachers, parents and professionals to inform how they care for children. Staff ensure that all children have equal access to all activities.
- Staff work effectively with parents. They talk with parents each evening to share information on children's activities and well-being. Staff ask parents for their views on the club to inform future planning of activities. Parents spoken to at the time of the inspection expressed gratitude and appreciation of the staff and activities.
- Children are able to do things for themselves. They help themselves to fruit at snack time and pour their own drinks. Children put away their belongings when they arrive at the club and put on their coats to go outdoors, when needed. All children help to tidy up.
- Staff prepare nutritious snacks for children which meet their special dietary needs. They ensure that children have access to fresh drinking water at all times. However, at times, children wait too long for their snacks to be served and lose focus and become unsettled.

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	2732701
Local authority	Lambeth
Inspection number	10394747
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 10
Total number of places	15
Number of children on roll	50
Name of registered person	Trojans Scheme
Registered person unique reference number	RP900894
Telephone number	07590963239
Date of previous inspection	Not applicable

Information about this early years setting

The Play Professionals at Sudbourne registered in 2023. It is located in Sudbourne Primary School in Brixton, in the London Borough of Lambeth. The club is open from Monday to Friday, from 3.30pm to 6pm, during term time only. There are six staff, including the manager, three of whom hold appropriate childcare qualifications.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- The provider went on a walk around the premises with the inspector to discuss how the provision is organised to support children's learning.
- The inspector observed the interaction between staff and children and activities that children are involved in.
- The inspector held a discussion with leaders and sampled some documentation.
- The inspector spoke to staff, children and parents 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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