

# Inspection of Asension Play Holiday Play School

Cundy Play Building, Cundy Park, 295 Victoria Dock Road, London E16 3BY

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Inspection date:

17 March 2025

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

**This  
inspection**

**Met**

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Previous  
inspection

Not Met (with actions)

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children run to waiting staff enthusiastically as they leave their classrooms at school. Staff ensure that they have collected all the children before heading back to the club. Children are well behaved on the walk back to the after-school club. The older children hold the hands of the younger children, showing that they are caring towards their younger friends. All children listen to staff instructions and are aware of the dangers such as crossing roads. Staff engage well with children, who are happy and secure. Children know the routines of the club. For example, on arrival at the club, they hang up their coats and eagerly select the many resources available to them. Children enjoy playing with a wide range of resources, such as small-world toys, arts and crafts and role play.

Children move between the two rooms at the club, which includes the larger hall and attached smaller room. This helps children to enjoy the space staff offer and make choices about their play. Staff provide children with healthy snacks to help support their well-being. Staff encourage children to self-select their food, and children sit together at tables and engage in discussions. This helps support their emotional and social development.

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

- Children know to tidy away their plates and cutlery. Staff use a rota so that all children help with tasks, such as helping the other children to take turns to use the bathroom and wash their hands before eating. All of which helps support their understanding of good hygiene practices.
- Staff acknowledge that children have had a busy day at school. They ensure children have opportunities for fresh air and exercise outside in the park area to help support their physical development. For example, children play football, run around and use the fixed play apparatus to climb and slide down. This helps children to relax, grow in confidence and share fun games together.
- Staff support children with special educational needs and/or disabilities well. For example, staff encourage children to join in with the other children, develop independence and feel secure at the club.
- Partnerships with parents are effective. Parents speak highly of staff and about the care they offer their children. Staff ensure parents are kept updated about the club's events and children's achievements.
- Staff work well with the schools that they collect the children from. School staff know the club staff and relevant information is exchanged when needed. All of which supports effective working with other agencies and ensures children's needs are met.
- Staff talk to children about their school day and home life. This helps staff to

know about the children's lives, thoughts and ideas. Children share how they are feeling and talk openly to staff.

- Leaders support staff well. As the staff team is small, there is a close respectful relationship and working partnership. Leaders offer support and guidance to staff and each other. Staff morale is high. This impacts well on the atmosphere at the club, which is happy and joyful.
- Leaders evaluate the club effectively so that they can support children better. For example, they have addressed the actions from the last inspection. Their safeguarding knowledge has improved.
- Children develop their problem-solving skills. For example, children play with table top games. They negotiate, take turns and share.
- Generally the collection of children from school is organised well. Children know the route back to the club. Staff ensure children's safety when collecting them from school, and they cross a few small roads. Staff ensure that they supervise children and they are not out of their sight. However, leaders do not always ensure that if a staff member, who collects children, is absent, there is a replacement to collect the children. This means, at times, there are two staff members to collect from three schools, which can be chaotic for staff to organise the children and walk back to the club.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 132236                                                                            |
| <b>Local authority</b>                             | Newham                                                                            |
| <b>Inspection number</b>                           | 10361437                                                                          |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Out-of-school day care                                                            |
| <b>Age range of children at time of inspection</b> | 4 to 11                                                                           |
| <b>Total number of places</b>                      | 27                                                                                |
| <b>Number of children on roll</b>                  | 29                                                                                |
| <b>Name of registered person</b>                   | Ascension Play Committee                                                          |
| <b>Registered person unique reference number</b>   | RP518820                                                                          |
| <b>Telephone number</b>                            | 020 75114978                                                                      |
| <b>Date of previous inspection</b>                 | 4 June 2024                                                                       |

## Information about this early years setting

Ascension Play Holiday Play School registered in 1999. The setting is situated in Cundy Park, Custom House in the London Borough of Newham. The club opens Monday to Friday, from 3pm until 6.30pm, during term time. It also opens Monday to Friday, from 8am to 6.30pm, during half terms, Easter and the summer holidays. The provider employs three members of staff, all of whom hold appropriate early years qualifications at level 3.

## Information about this inspection

### Inspector

Caroline Preston

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the club and discussed how children's needs are met.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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