

Inspection of Lets Leap After School Care

Three Bridges Primary School, Melbury Avenue, SOUTHALL, Middlesex UB2 4HT

Inspection date:

24 November 2021

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

**This
inspection**

Not met (with actions)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Children's safety is compromised. The provider, who is the manager, does not follow the range of policies and procedures in place to keep children and staff safe. Staff do not understand or follow child protection policies. Children's safety is at risk. The provider has not ensured that the deputy has the necessary skills to take charge in his absence. Children's safety is not secured as the manager fails to keep the required records, which are not available or accessible to those who have a professional need to see them.

Children arrive happily. Some jump jubilantly as they enthusiastically greet their friends. Staff have a genuine desire to ensure that children have a variety of activities which they enjoy. Children behave well when they are given clear guidance. However, staff do not consider the routine well and children's behaviour deteriorates when they are given unclear instructions. Children share positive interactions with staff. However, when children get tired, they do not have a comfortable area where they can rest and relax after a busy day. Parents report that they are very happy with the service and that their children enjoy attending.

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

- The provider's arrangements for recruitment are not robust enough to ensure children's safety. He has not followed all the necessary steps according to his safer recruitment policy. These steps include interviewing staff appropriately and obtaining up-to-date checks, such as Disclosure and Barring (DBS) service checks. Some staff work at the school that the children also attend. The provider has relied on checks that are already in place at the school without considering his duty to rigorously assess the suitability of all staff. Children are not consistently supervised by staff who have been appropriately vetted for their suitability to work at the club.
- An effective key-person system is not in place to ensure children's well-being. The club operates a buddy system in which children are supported by another child, for example, when they struggle to settle. While this helps some children, staff have not fully considered how to ensure that the system supports the needs of all children.
- Staff do not plan the routine effectively with a clear idea of what might come next. They do not work effectively as a team. When some staff decide to take all the children outside, children receive different instructions about how to organise themselves. At these times, some children run into one another as they fetch their coats all together.
- The provider has not ensured that his deputy has the required knowledge and skills to take charge in his absence. The deputy's knowledge of some of the

procedures at the setting is not secure, such as safeguarding. He has not ensured that the required records are available and accessible. Children's attendance is not recorded accurately and absences are not monitored to keep children safe.

- The layout of the toys and activities does not help children to easily make choices about their play. Staff do not make all the available toys visible or accessible to children. For example, the range of books are not in clear view of children. Few children, particularly younger children, show an interest in books, and staff do not alert children's attention to them. Children do not learn the value of relaxing with books. They do not benefit from a suitable space to rest and relax.
- Staff provide several activities that children do enjoy. Children enjoy drawing pictures and confidently ask staff for support when they play popular board games. Staff interact positively with children and are kind to them. Outdoor games are particularly popular with children. Older children are given clear instructions about the rules of the games, which they are familiar with and guide each other to adhere to.
- Children's health and hygiene are promoted well. Children wash their hands before they eat without prompting from staff. The menu changes daily and children are offered a choice, such as the sandwich filling they would enjoy. Staff have a secure knowledge of children's individual dietary needs and take care when preparing meals. Children happily share and wait patiently for their turn to pour water to maintain their hydration levels.
- Partnership with parents is fostered. Parents describe the range of forms they were required to complete on their children's entry. They understand that the detailed information gathered helps staff to care for the individual needs of their children. Parents appreciate the friendliness of staff and the support given to their children.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and his deputy have a poor knowledge of safeguarding. They fail to recognise the procedures they must follow when staff report concerns about other professionals. Children are left in the supervision of staff who are not yet vetted for their suitability to work at the club. Some staff have a basic knowledge of how to identify and report concerns that a child may be at risk of harm. However, it is not strong enough to ensure they follow safeguarding procedures.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement the safeguarding policy and procedures and promptly report allegations about professionals to the appropriate agencies	11/03/2022
ensure that staff know and implement the safeguarding policy with particular regard to mobile phones and monitoring children's absences	11/03/2022
train all staff to understand the safeguarding policy and procedures to ensure that they have an up-to-date knowledge of safeguarding issues, particularly in the event that an allegation is made	11/03/2022
ensure that all young children have a key person to promote their well-being	11/03/2022
make sure that identity checks and vetting processes are completed for all staff working at the nursery, and this includes obtaining a DBS check	11/03/2022
make sure that persons who are not vetted do not have unsupervised access to children	11/03/2022
provide children with clear explanations about what is expected of their behaviour so that all children learn to manage their behaviour	11/03/2022
ensure that there is a suitable deputy who has the required skills and knowledge to deputise	11/03/2022
make sure that the layout of toys and resources meets the needs of children so that there is a suitable area to rest and relax with books and resources accessible to them	11/03/2022
make sure that records are easily accessible and available to those who have professional need to see them	11/03/2022

keep an accurate record of the hours of children's attendance.	11/03/2022
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Setting details

Unique reference number	2579316
Local authority	Ealing
Inspection number	10209201
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 12
Total number of places	22
Number of children on roll	22
Name of registered person	Lets Leap Sports Academy Ltd
Registered person unique reference number	2579315
Telephone number	020 8571 1491
Date of previous inspection	Not applicable

Information about this early years setting

Lets Leap After School Care registered in 2020. It operates from the Three Bridges Primary School in Southall, in the London Borough of Ealing. The club is open every weekday from 3.15pm to 6pm and during the school holidays from 8am to 6pm.

Information about this inspection

Inspector

Malini Mandalia

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities and spoke to the children to assess their interest and enjoyment.
- The inspector spoke to parents to ascertain their views and experiences of the setting.
- The inspector spoke to staff, the manager and the provider about the setting's policies and procedures.

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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