

Inspection of AllKidsCan @ Fossdene Primary School

Fossdene Primary School, Victoria Way, Charlton, London SE7 7NQ

Inspection date:

22 August 2025

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

**This
inspection**

Not met (with actions)

Previous
inspection

Met

What is it like to attend this early years setting?

This provision does not meet requirements

Leaders' safeguarding arrangements are ineffective. Staff do not have a secure knowledge of the procedures to follow to report concerns about children's welfare, allegations and whistle-blowing. Risk assessment of the premises is not effective to promote children's continued safety. For example, staff do not ensure that the bins are in a safe place where children are not able to access them. This compromises children's safety.

Despite this, children are friendly, happy and settled. Staff are kind and warm towards them. Staff join in with children and provide plenty of encouragement and attention. Children enjoy being with each other. Older children participate eagerly. They show a strong sense of belonging at the club.

Staff support children's behaviour well. They explain the rules of the games and remind children of the club's rules. This helps children to understand what is expected. Children listen well to staff and to each other. Staff help children to understand what is going to happen now and next. This helps children to feel assured and confident. Lunchtimes and snack times are social times for children as they chat, laugh and giggle with each other.

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

- Staff do not have a clear understanding of the safeguarding policy and procedures in the club. They are not sure about the reporting procedure to follow beyond the organisation if they have a concern about a child's welfare and an allegation against a member of staff. This does not ensure children's safety.
- The whistle-blowing policy and procedure is also not clear. This does not support staff's knowledge and understanding of the correct procedure to follow to raise concerns or allegations. For example, staff do not know who to speak to if they are concerned about other staff. This means that their concerns are not quickly and effectively addressed. This does not align with the local safeguarding partnership's procedure.
- Staff attend training and are supported through coaching and supervision sessions with senior staff. However, the systems to monitor and support staff to fully understand and strengthen their knowledge of safeguarding are not effective. As a result, staff are not clear about their roles and responsibilities to fully promote children's safety.
- Although staff complete risk assessment, this is not robust enough to ensure children's continued safety and welfare. They do not identify all hazards and risks to children. For example, there are large bins in the area where children play, one of which is open for the entire day. Children go around and between

the bins to collect items, such as balls. This puts children at risk of exposure to harmful content. Hence, children's safety is not fully prioritised.

- Leaders ensure that children on the early years register have a key person. However, they do not make sure that staff have the relevant qualification for working with this age group of children, as not all of the children are yet at school.
- Staff provides a range of games and activities inside and outside. Children spend most of the day outside playing. Staff interact very well with children. However, staff do not ensure that whole-group activities are tailored to the interests of the younger children. This does not ensure that younger children are fully supported to enjoy their experiences.
- Staff demonstrate how to play some games, so children understand. Older children concentrate well and remain immersed in games, such as dodgeball. Staff guide children well. They offer praise, which helps to build children's confidence and support their behaviour.
- Younger children are independent and confidently say when they need the toilet. Staff remind them to wash their hands. They provide information for parents and carers to ensure children's lunchboxes are healthy.
- Children feel part of the club. Staff promote a culture where staff listen to the children, and encourage children to listen to each other. Staff attend training to support them in understanding how to support children's behaviour, which they do well.
- Parents say staff keep them well informed about their child's day. They value the regular updates. Parents complete an application when they apply for their children's places. Staff ask parents for various information about their children to help support their needs. For example, they find out about children's health needs, and whether they have any additional or special educational needs and/or disabilities. This helps staff to plan appropriate support for children.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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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ensure that staff have a thorough knowledge and understanding of the safeguarding policy and procedures, in particular the reporting procedure to follow for allegations, whistle-blowing and concerns about a child's welfare beyond that of the organisation	26/09/2025
review the whistle-blowing policy and procedures to follow to ensure that they are clear and inline with local safeguarding partnership's advice	26/09/2025
embed suitable supervision arrangements to further support staff to understand their roles and responsibilities	26/09/2025
make sure that risk assessments are thoroughly completed to minimise and remove all possible risk to children's health and safety	26/09/2025
ensure that staff working with children who are not yet in Reception class are appropriately qualified.	26/09/2025

Setting details

Unique reference number	2586550
Local authority	Greenwich
Inspection number	10417451
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	80
Name of registered person	All Kids Can Limited
Registered person unique reference number	RP544024
Telephone number	02088368906
Date of previous inspection	22 September 2022

Information about this early years setting

AllKidsCan @ Fossdene Primary School registered in 2020 and is located in the London Borough of Greenwich. It is independently run and is one of multiple settings operated by the same provider. During term time, the club operates before school from 7.30am to 8.45am and after school from 3pm to 6pm, Monday to Friday. During the school holidays, the club operates from 8am until 4pm, Monday to Friday. There are two members of staff employed by the club.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- We carried out this inspection because of a risk assessment, following information we received about the provider.
- The club leader joined the inspector on a walk around the site.
- The inspector discussed safeguarding with the club leader, staff and other senior staff.
- The inspector observed activities, staff's interactions with children and children's participation.
- A senior member of staff and the inspector observed an activity and held discussions about this after.
- Children communicated with the inspector during the visit.
- The inspector spoke to parents by telephone 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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