

Inspection of Sacred Heart Kidz Klub

Sacred Heart RC Primary School, Burlington Road, New Malden, Surrey KT3 4ND

Inspection date:

20 September 2024

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy their time at the club. They cheerfully greet the friendly welcoming staff as they arrive. Children have formed close bonds with the staff. They are independent and know the rules and routines of the club. For example, they hang their bags up and then wash their hands before snack. Younger children new to the club settle in quickly. There is an effective key-person system in place to help them to transition into the club and feel welcome and included. Children behave well. They play cooperatively together and happily share and take turns during their play. They respond positively to staff when they are given guidance.

Children's physical development is promoted well. They have access to the nursery and school's playground areas. Older children have tremendous fun while taking part in physical activities. For instance, during football with staff they work in teams and develop their passing, dribbling, shooting, and ball control skills. Younger children enjoy developing their hand-eye coordination as they use scissors, rolling pins and their hands to manipulate play dough. They squeeze the dough into a variety of shapes with cutters and moulds to construct colourful models. These opportunities help to develop children's small-muscle movements.

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

- Staff make mark-making resources easily available, to encourage children to draw and write. For example, younger children access chunky chinks to write their name and create colourful drawings on the playground floor. Older children and staff play a spaceman game, taking turns to choose a word or words to be guessed. These activities help to build on children's writing and spelling abilities.
- Children are confident to express their own ideas. They make choices about what they want to play with and lead their own learning. Children enjoy role play as they pretend to cook food in the home corner. They talk about their favourite meals as they prepare food for the staff. Children's creativity and imagination are fostered as they access hand puppet spiders and act out roles.
- Staff, along with a nutritionist, have created menus filled with healthy options for children to choose from. Children have a choice of pitta bread, bread and crackers with a range of healthy fillings and toppings. Snack time is a social occasion. Children sit and chat to their friends about their school day and develop appropriate table manners. Staff obtain information relating to children's dietary requirements, preferences and food allergies, to ensure their safety and well-being.
- Children speak positively about the staff and the things they like to do after school. Comments include, 'I like seeing all my friends' and 'I like playing football.'

- The leader ensures the club works in close partnership with the school. They regularly participate in training facilitated by the school to further their own professional development. For example, staff attend training on autism awareness and safeguarding. However, staff's opportunities to complete training to build on their knowledge of play and activities could be further enhanced.
- The leader makes sure that the club is available and accessible for all children. She regularly meets with the school's headteacher and special educational needs coordinator to support children with special educational needs and/or disabilities. There is good support available for children who, at times, have difficulties dealing with their emotions and need some calm time out.
- Parents are complimentary about the staff team. They comment on the welcoming, flexible staff team and the wonderful craft work children bring home.
- The leader implements effective safer recruitment strategies to help ensure the suitability of staff. She provides staff with regular, ongoing support for their continuous professional development, such as through supervision, appraisals and meetings. The leader seeks the views of the staff, children, parents and school to evaluate the provision and make improvements.

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	EY321230
Local authority	Merton
Inspection number	10354946
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	45
Number of children on roll	111
Name of registered person	Harvey, Susan
Registered person unique reference number	RP910552
Telephone number	07840776329
Date of previous inspection	13 November 2018

Information about this early years setting

Sacred Heart Kidz Klub registered in 2006. It operates from Sacred Heart Primary School, New Malden, Surrey. It opens Monday to Friday from 3pm to 6pm. The breakfast club is open from 7.30am until 8.40am, term time only. There are four staff, including the provider, who all hold a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The manager, who is also the nominated individual, completed a tour of the premises with the inspector.
- Discussions were held with staff and children at appropriate times throughout the inspection.
- The inspector observed the interactions between staff and children.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff and first-aid certificates.

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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