

Inspection of Jenny Hammond Primary Out-of-School

Jenny Hammond Primary School, Worsley Road, Leytonstone, London E11 3JF

Inspection date:

28 March 2025

**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 are pleased to see staff when they arrive at the club. Staff create a sociable and friendly atmosphere. Children talk excitedly to each other as they choose which toys and games they want to play with. They are happy, settle quickly and become absorbed in their activities. Staff are skilled at supporting children's social skills. Older children look forward to joining the younger children's games. Children are respectful of each other and learn about forming positive relationships. They benefit from the inclusive atmosphere staff work hard to create. Staff place children's well-being at the heart of everything they do.

Staff support children in using equipment that provides them with the opportunity to learn how to manage risk. They monitor children carefully, offering help and support, if needed. Children learn how to keep themselves well. For example, children say they need to wash their hands before eating. Staff work together to create 'snack bags'. Children are delighted to open them and discover what they will be eating. They say the food is 'ace'. Children talk about the range of fruit and vegetables they have. They describe, for instance, how pomegranates go 'pop' in their mouths. They learn about healthy lifestyles.

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

- Staff are skilled at supporting children with special educational needs and/or disabilities. The provider works closely with parents to ensure that they understand what children who need additional support require them to do. Staff also work closely with children and involve them in creating an inclusive setting. They treat all children with dignity and respect.
- Children enjoy a wide range of activities and learn about different cultures and ways of life. For example, they make traditional bracelets. Staff tell them about stories and folklore that are linked to them. Children proudly talk about cards they have made which have jellyfish on the front and tentacles that move. Girls and boys enjoy crafts. For instance, they learn how to make paper flowers together. Children gain a sense of pride and satisfaction from their achievements. Their confidence and self-esteem is supported well.
- Staff have high expectations for children's behaviour. Children respond well and are kind and courteous to staff and each other. They behave well. Staff care about children's emotional well-being. They talk to them about their day and listen carefully to what children say. Staff create a quiet area, where children can sit at the end of the school day. Children have books they can look at, or chat to their friends. Staff show concern and care when children say they feel tired. They are responsive to children's needs and feelings. Children thrive at the club.
- The provider reflects on the service they provide for children and their families.

They are currently planning to involve parents even more within the club. For instance, the provider is exploring ways to support parents in sharing their knowledge and skills with the children. They seek to develop and enrich children's experiences even further.

- Parents say they appreciate the care and attention staff pay to their children. They describe a secure two-way flow of information between themselves and the provider. Parents highlight that staff understand how to help children settle quickly when they join the club. They say their children look forward to attending and seeing the friends they have made. Parents say their children are kept safe.
- Staff provide a range of experiences which children may not have access to outside of the club. For example, staff teach children how to play tennis. Children benefit from physical activity while at the club. They run, throw and catch balls and play team games. Children learn how to work together. They develop social skills, which will support them in their later lives.
- The provider supports staff in developing their skills and knowledge. For example, staff say they receive regular safeguarding updates, which they use to keep children safe.

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	EY361969
Local authority	London Borough of Waltham Forest
Inspection number	10376114
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	48
Name of registered person	Early Rise Limited
Registered person unique reference number	RP909989
Telephone number	02085 193977
Date of previous inspection	17 May 2019

Information about this early years setting

Jenny Hammond Primary Out-of-School registered in 2007. The independently owned club operates out of Jenny Hammond Primary School in Leytonstone, in the London Borough of Waltham Forest. The club is open from 3.30pm until 5.30pm, Monday to Friday, during term time. There are seven members of staff, three of whom hold relevant qualifications at level 3.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- The provider showed the inspector around the premises and explained what resources and activities are available for children.
- The inspector observed children engaged in a variety of activities, both indoors and outdoors.
- The provider and inspector held a meeting. The inspector viewed relevant documentation, including evidence of the suitability of staff to work with children.
- The inspector spoke to children, parents and staff at different points during the inspection and took their views into account.

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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