

Inspection of Abrahams Care Kids Club

River Christian Centre, Vincent Street, London E16 1LZ

Inspection date: 2 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The management team and staff have worked hard since the setting reopened five months ago following a long period of closure to re-establish good practice and consistent routines. They successfully create a calm, enjoyable and welcoming atmosphere for children to learn in. They implement clear routines for children to follow and create a stable and secure environment for children. Children have settled quickly into the setting and know what is expected of them. Staff form good bonds with children and are sensitive to their individual care needs. They are caring and responsive to children and support their emotional needs effectively. All children are visibly happy at this setting.

The management team has a clear curriculum intent and knows what it wants children to learn and why. The management team and staff have a shared vision for how to support children's skills, with a particular focus on supporting children's communication and language skills and independence. The management team quickly identifies when children from disadvantaged backgrounds may need additional support and takes swift action to help close any gaps in children's learning. For instance, staff are well trained in supporting children with special educational needs and/or disabilities (SEND) and are consistent in their approach when supporting their learning. All children make good progress in their development.

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

- Staff support children's communication and language skills well. They model language during activities and sing songs regularly to help children learn and practise using words. Younger children confidently use phrases and words in context and older children are able to speak articulately and talk to staff about their play.
- Children develop their independence well. Staff encourage them to do things for themselves, such as to hang up their belongings on arrival and pour their own drinks during mealtimes. Children develop their sense of responsibility and self-esteem levels well.
- Staff support children with SEND effectively. They skilfully communicate with children to help them understand language and routines, such as by using gestures and visual aids. All children understand the routine, happily join in and learn to use gestures themselves to communicate their needs with staff.
- Staff assess children's development effectively and know their key children well. They know what they can do and what they need to learn next to progress in their learning. Overall, staff plan stimulating and age-appropriate activities that help to engage children and build on what they already know and can do. However, at times, some staff's interactions with the eldest children do not

motivate their interest or help to extend their learning.

- Children learn how to keep themselves safe and healthy. Staff teach them good hygiene practices, such as washing hands before eating. They teach children how to brush their teeth and encourage them to practise this daily. They also remind children about rules and how to be safe during mealtimes, such as sitting down while they eat. Staff also consistently follow good hygiene practices to help maintain children's good health and help prevent any cross contamination, such as during nappy-changing procedures.
- The management team and staff form good partnerships with parents. They gather detailed information from parents about their children when they start the setting to help get to know them and plan for their needs from the outset. The management team also establishes positive partnerships with other professionals to gain further support for those children who may need it.
- The management team checks on staff's practice well and identifies when staff may need further support or coaching to improve their skills. The management team members act as good role models to the staff team and actively support staff day to day, giving feedback as and when needed to help improve their practice. The management team also plans and provides good opportunities for staff's professional development, helping to support ongoing improvement in their teaching and skills.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop staff's teaching skills, supporting them to adapt their interactions, particularly for the eldest children, to consistently extend their levels of interest and learning.

Setting details

Unique reference number	EY387612
Local authority	Newham
Inspection number	10364012
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	63
Number of children on roll	13
Name of registered person	River Christian Centre
Registered person unique reference number	RP528709
Telephone number	020 4618 3582
Date of previous inspection	21 January 2019

Information about this early years setting

Abrahams Care Kids Club registered in 2008 and is located in the London Borough of Newham. The setting opens each weekday from 8am to 6.30pm for 51 weeks of the year. The after-school club operates during term time from 3pm to 6.30pm. The setting employs 16 members of staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 6.

Information about this inspection

Inspector

Anneka Mundy

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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