

Inspection of Schools Out Club - Fircroft

Fircroft Primary School, Fircroft Road, LONDON SW17 7PP

Inspection date:

16 May 2025

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happily at this caring, homely out-of-school club. Staff build strong, close bonds with children and interact warmly with them. New children settle very happily as older children act as buddies to help them get used to the routine and facilities. Staff ensure that children's views about activities are fully heard by having meetings with them each term. They reflect children's ideas and choices in a wide range of activities and resources that are thoroughly enjoyed by children. Staff value each child and have high expectations of them. They manage children's behaviour very successfully by sharing group rules with them. For instance, staff encourage children to be friendly and gentle with each other. Children act in positive ways.

The activities provided are interesting, varied and stimulating. This includes access to outdoor play at all times enabling children to have a choice of where they want to play. Children concentrate well as they thread small beads onto string to make different types of jewellery. They create their own designs from a variety of colourful beads and have fun making their jewellery. Children play well together as they create imaginary stories while they play with a toy road set and garage.

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

- Children share well. For instance, they patiently wait their turn as they play various board games. Children show kindness to each other and share outdoor toys and resources well.
- Children enjoy the challenge of completing puzzles. They use good thinking skills to work out where pieces fit in puzzles. Children happily browse through a wide range of books and share them with their friends. They make up simple words from magnetic letters and enjoy conversing with their friends.
- Younger children have fun recreating home scenes in a giant dolls' house. They play well together as they take on different roles in pretend shop play.
- Staff help children to understand their feelings in imaginative and innovative ways. For instance, staff use drama to portray characters in different situations involving various emotions. This helps children to understand feelings and to develop empathy for others.
- Children choose their own outdoor activities and happily play racquet games with their friends. Staff help some children to practise their ball skills by aiming balls into nets. Older children enjoy the challenge of ascending the climbing wall, supervised well by staff.
- Leaders monitor and support staff well. They spend time in the group and observe staff to offer feedback to enhance their skills. Leaders ensure that they meet with staff individually to discuss any work issues. They offer staff

opportunities to improve their skills and knowledge. For instance, staff attended a course on managing challenging behaviour, which has led to greater awareness in this area. Leaders also enable staff to visit other out-of-school clubs within the organisation to exchange ideas on best practice.

- Staff know how to support children with special educational needs well. They liaise closely with parents, the host school and other professionals to provide a consistency of care for children.
- Children are able to do things for themselves. They are given a choice of fillings, which they place in their tortilla wraps at snack time. Children scrape their plates and put away used crockery when they have finished eating. They put on their coats and shoes.
- Leaders ensure that children are kept safe. They carry out daily checks indoors and outdoors, including toys and resources, for children's safety. Leaders ensure that staff go through comprehensive background checks to ensure suitability for their roles. Staff teach children how to behave in safe ways. Children walk indoors, sit down when eating and use knives and forks safely during mealtimes.
- Staff work successfully with parents. They exchange information on children's activities and well-being with parents in effective ways. Leaders seek parents' views about the club and analyse and act on parent responses to promote best outcomes for children. Parents spoken to at the time of the inspection expressed good levels of satisfaction with the club and said it was an important part of the community.

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	EY400181
Local authority	Wandsworth
Inspection number	10376294
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	50
Number of children on roll	179
Name of registered person	Balham Community Centre
Registered person unique reference number	RP902447
Telephone number	07514983725
Date of previous inspection	23 May 2019

Information about this early years setting

Schools Out Club - Fircroft registered in 2010. It is located in Fircroft Primary School in Tooting, in the London Borough of Wandsworth. The club offers a service for children who attend the school. It operates every weekday, from 3.20pm to 6.30pm, during term time only. There is also a breakfast club, which is available from 7.30am to 9am. There are eight staff, including the manager, who work at the club. Four staff hold appropriate childcare qualifications. The manager holds qualified teacher status; two staff hold a level 3 qualification in childcare; and one staff member holds a level 2 qualification in childcare.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- The provider went on a walk around the premises with the inspector to discuss how the provision is organised to support children's learning.
- The inspector observed the interaction between staff and children and activities that children are involved in.
- The inspector held a discussion with leaders and sampled some documentation.
- The inspector spoke to staff, children and parents during the inspection.

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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