

Inspection of The Young Explorers Club at St. George's Primary School

St. Georges C Of E Primary School, Perry Vale, London SE23 2NE

Inspection date:

4 March 2025

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Staff collect children at the end of the day and bring them into the setting environment. As children come together in the playground, staff greet them by saying 'hello' in French or Italian according to children's home languages. Children are happy to see their friends from different year groups and greet each other with hugs.

The behaviour of children is good. Children understand that they must take turns and share resources. Children negotiate the rules of games. For example, as they play piggy in the middle, children understand if the person in the middle catches what is thrown, they are then the piggy. Staff enthusiastically engage in play with children role modelling positive behaviour. Older children volunteer to lead story time with those younger. Children sit and listen respectfully to the older children as they read to them.

Staff at the setting know children well. They understand their likes, dislikes and what skills they are working on at school. They build this into the setting through the different activities and experiences on offer. Children show sustained interest in activities chosen. They show pride in what they achieve, for example, calling people over to see what they have built out of the building bricks or what they have drawn.

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

- Staff provide a supportive and nurturing environment for children, which supports their emotional well-being and promotes confidence. While making pancakes, children put their hands up to take turns reading out the list of ingredients. Even younger children, who are still learning to read, put their hands up to show their knowledge of phonics. Staff provide lots of praise and encouragement, and the children clap each other's efforts.
- Children learn about living healthy lifestyles. Staff provide a wide range of vegetables and fruit to go with the children's afternoon tea. Children pass around bowls of cucumber, peas and sweetcorn, beetroot and peppers. They are adventurous to try new flavours, describing the beetroot as sour and sticking their tongues out to see if they have turned red. Staff talk to the children about the importance of oral health and encouraging them to brush their teeth in the morning and evening.
- Children enjoy being physically active. They enjoy daily use of the recently renovated school playground. Children of all ages play a game of football, working together to select teams. Children use climbing and balancing equipment, strengthening their large muscles. Children develop their own

games, such as 'limbo' using a skipping rope, laughing together as the rope gets lower and harder to get under. Children call to staff to watch them as they spin a hula hoop round and round on their waists.

- Children's voices are central to the running of the setting. On the wall, children have written and displayed their own rules, such as being kind to each other and ensuring no one is left out. Staff talk to children about what healthy meals they would like on the menu weekly and try and incorporate these. Staff have a suggestion box available for children to write what else they would like to see at the setting. This is regularly reviewed and suggestions implemented where practical.
- Children learn about the world around them. Staff incorporate different celebrations into their planning. As children come into the setting, they excitedly talk about it being 'Pancake Day' and being able to make their own pancakes. Children learn about what ingredients are needed and how different people celebrate. Children animatedly choose what sweet or savoury toppings they would like on their pancakes.
- Partnership with parents is excellent. Parents appreciate the flexibility shown when they require extra sessions or a change in sessions. Parents comment that the communication from the club is excellent and that their children always come out happy and with stories of the different activities they have been engaged in.
- Staff at the setting feel well supported. Leaders ensure that they meet with staff regularly for supervision sessions to consider how they can continue to support them both professionally and personally. Staff comment that regular training helps them to enhance their practice and continue to provide a good service to all children and families.

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	2707508
Local authority	Lewisham
Inspection number	10372169
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	25
Number of children on roll	20
Name of registered person	Partnership Of Anne Abraham And Annamaria Palermo for The Young Explorers Club
Registered person unique reference number	RP534904
Telephone number	07511915238
Date of previous inspection	Not applicable

Information about this early years setting

The Young Explorers Club at St. George's Primary School registered in 2022. The setting is based in Forest Hill in the London Borough of Lewisham. The setting is open from 7.30am to 8.45am and 3.15pm to 6pm, Monday to Friday, term time only. The setting currently employs six core members of staff. Of these, one is qualified to level 2, two are qualified to level 3 and one is qualified to level 6.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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