

Inspection of LBL After School Club

Martin Infant And Junior School, Plane Tree Walk, London N2 9JP

Inspection date: 19 April 2023

**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, staff and parents are happy in this warm and friendly setting. Leaders recognise the individual needs of children. They promote an environment where children can unwind after their day at school. Children keep busy and active. The setting is carefully organised for children to have free choice in their play, which allows them to have lots of fun together.

The setting offers valuable support to parents by providing an enjoyable, safe and exciting environment for children to play in. Children of different ages play together and enjoy independent free play. The dedicated area for early years children ensures that their needs are catered for and they happily play together.

Children are well behaved in this setting. They listen to staff and respect each other's boundaries. Children are kind to one another, and if they forget this, staff remind them of the rules and they act immediately. For instance, when children push their friends slightly, staff remind them to use 'kind hands' and they stop at once. Children are taught to manage their own risks through new challenges to explore, while being supervised by staff.

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

- Parents and carers comment on how happy their children are to attend this setting. Children enjoy it so much that they do not want to leave at collection time. Parents appreciate the flexibility which the setting offers, such as with ad hoc bookings available everyday. Parents love how much fun their children have when they attend.
- Staff are very happy in this setting and feel valued by the managers. Staff comment on how well they support each other. Leaders have a secure vision for the setting and their ethos is embedded in all that they do. They have a good understanding of child development and what children need. Staff communicate regularly with leaders, and each other. They are supported to complete a range of training courses, which helps to increase children's safety.
- Children form secure relationships with staff and seek out their favourite member of staff when they need them. Staff skilfully support children to play with one another. For example, children ask staff to play a game with them. They play one game together and staff call other children over to join them. Once children are happily playing the game, staff move away to allow them to play together.
- Leaders support children's personal development and foster an environment where children respect one another. There is a diverse range of children of different ages. Children demonstrate how they share, take turns and feel part of

a community.

- Children comment on how much they love the setting, as they have so much fun. They mention how they make new friends and that staff are always there to help them. Children feel safe and they choose to come to the setting even if they do not have to. They appreciate the choices available and talk about how they enjoy choosing what to play with.
- Children are encouraged to make new friends and play collaboratively together. A small group of children play a ball game together. Older children model the game to younger children and help them to learn the rules and practise their skills. They praise one another, and if they do not succeed, they encourage them to try again.
- Staff promote healthy living in the setting. Children demonstrate good hygiene routines and sit together to eat the range of healthy snacks available. They access fresh drinking water independently and have regular opportunities to play on the equipment in the large playground. Leaders discuss healthy eating habits with parents to continue this at home with their children.
- Children with special educational needs and/or disabilities are well looked after and included in all aspects of the session. Their needs are catered for and they are safe and happy. Staff in the school and the setting work together to share information and support children and their families.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about all areas of abuse and are clear on who to report to if they have any concerns about a child or a member of staff. They carry out thorough risk assessments, which ensures children's safety when they play. There are strict systems in place for the collection of children and the building is kept secure. The designated safeguarding lead regularly checks staff's knowledge, alongside annual training, and staff understand the importance of keeping children safe. Staff speak to children about keeping themselves safe online and listen carefully when children talk about their online habits at home.

Setting details

Unique reference number	EY489551
Local authority	Barnet
Inspection number	10280001
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	90
Number of children on roll	70
Name of registered person	Doyle, Fiona Karen
Registered person unique reference number	RP907141
Telephone number	07725896945
Date of previous inspection	8 August 2017

Information about this early years setting

LBL After School Club registered in 2015. It is independently run and is situated in East Finchley, in the London Borough of Barnet. The club operates during term time from 3.30pm to 6pm, Monday to Friday, and from 8am to 6pm during the school holidays. The provider holds qualified teacher status, and seven of the remaining eleven members of staff hold a relevant early years qualification at level 2 or level 3.

Information about this inspection

Inspector

Rivka Bick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the provider.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- Staff, children and parents spoke to the inspector during the inspection and shared their views of the setting.
- The provider showed the inspector documentation to demonstrate the suitability of staff.
- The inspector carried out a joint observation during an adult-led game outside.
- The inspector observed the interactions between staff and children.
- Leaders spoke to the inspector about their aims for the setting and how they organise the session.

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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