

# Inspection of Nimble Arts At Goodrich School

Goodrich Community Primary School, Goodrich Road, London, Surrey SE22 0EP

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Inspection date: 17 August 2021

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

**This inspection**

**Met**

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Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children arrive at the club in great expectation for their day. Staff from all rooms line up in the corridors as children arrive. This ensures that children have the additional security of the presence of an adult as they walk into their allocated rooms. Staff exchange pleasantries with children on their way into rooms. Management put systems in place to ensure that new and continuing children feel settled at the club. For example, on arrival, children choose from an assortment of books in the corridor before they enter their classrooms. Children have the option to choose from colouring books or puzzles books. This provides them with their first focus for the day and helps them to settle in. This particularly benefits children who are new to the club.

Children show that they feel safe and secure at the club. They take great pride in their achievements. Children display their work and tell their peers about what they have created during the day. Children have access to a variety of play opportunities, both indoors and outdoors. For example, children engage indoors with creative activities, such as making an elizabethan ruff and writing. Children have the opportunity to engage in physical games of their choosing outdoors, under the direction of well-qualified staff.

Staff have high expectations of children's behaviour. Children receive clear instructions before activities. Children behave well. Where children's behaviour is unacceptable, staff deal with this in a positive manner. However, occasionally, not all children are encouraged to take part in activities.

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

- Partnership with parents is strong. Parents share how pleased they are with the care their children receive. They say that children come home with activity bags daily. They like the flexibility of the club. They praise the booking arrangements that are in place. Parents say that although staff share some information with them using text messages and e-mails, they would like additional feedback about their children's day.
- Staff plan a wide range of activities and experiences, and children engage busily and eagerly in their play and learning. They enjoy listening and participating in drama, colouring in, using the bouncy castle, creative workshops, and outdoors games. These enable children to practise skills that they have already acquired at school and to reinforce their knowledge, understanding and skills. Children have access to learning both indoors and outdoors. However, occasionally, staff do not encourage all children to get involved in activities and experiences.
- Children benefit from the provider, manager, and staff's commendable

commitment to establishing effective working relationships with parents and external professionals. They work with parents of children with special educational needs and/or disabilities (SEND) exceptionally well to help to ensure that their provision is inclusive. For example, children with SEND have specially adapted toileting facilities and take part in all activities, which are differentiated to meet their needs and interests.

- Children demonstrate extremely high levels of engagement and concentration. For example, they sit for long periods and listen to a briefing about how to create an elizabethan ruff. Leaders of the various groups take turns to help children cut holes in paper using a hole punch. Children play 'air hockey' indoors with great enthusiasm.
- Interactions between staff and children are excellent and reflect a culture throughout the club where thoughts and views are respected.
- Managers and staff implement daily risk assessments to provide a safe environment for children to play and learn. For example, staff follow the manufacturer's manual in risk assessing the bouncy castle that children use. This ensures that children play and are kept safe. Staff who lead the creative arts workshops are well qualified and experienced. They support all children superbly.
- Staff are well qualified. They receive regular supervision and attend a daily briefing to keep them updated. New and temporary staff work alongside qualified teachers, who support and mentor them well. Recruitment, induction, and ongoing suitability processes are robust. This ensures that only suitable people work with children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Both permanent and temporary staff receive induction on child protection prior to working at the club. Morning briefings further reinforce the need for staff to be aware of their surroundings, and to raise any concerns, if they have any. Staff have a good understanding of their role and procedures to follow to raise any concerns they may have about child's welfare. They know how to escalate matters further if management fails to act on any concerns raised.

## Setting details

<b>Unique reference number</b>	EY561167
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10190689
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	150
<b>Number of children on roll</b>	158
<b>Name of registered person</b>	Nimble Arts Ltd
<b>Registered person unique reference number</b>	RP905767
<b>Telephone number</b>	0333 014 2576
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Nimble Arts At Goodrich School registered in 2018. It is located in the London Borough of Southwark. The setting operates during school holidays. The settings opens 8am to 6pm. The staff hold a range of qualifications from qualified teacher status and teaching assistant qualifications.

## Information about this inspection

### Inspector

Komla Dartey-Zaffar

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A number of parents and carers were spoken by the inspector during the inspection, to take account of their views.
- A meeting was held with the inspector and the provider. The inspector looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector, provider and manager viewed all areas used for by children and discussed safety of the facilities.
- The inspector spoke with staff and children. He took account of their views.
- Observations were made of the children's activities, indoors and outdoors. The inspector spoke to staff about the activities that children are offered.

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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