

# Inspection of Welldon Kids Club

Church Lads & Church Girls Brigade, Brigade Hall, Brigade Close, South Harrow,  
HARROW, Middlesex HA2 0LQ

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Inspection date:

30 October 2024

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### **This provision meets requirements**

Children feel happy and safe in this well-organised setting. They look forward to coming to see their friends and staff. Children feel valued and listened to by the kind and caring staff who look after them. Staff respond to children's needs and wishes by planning engaging activities that children are excited to complete. These are based on staff's in-depth knowledge of the children who attend. For example, staff plan daily group discussions where children learn about key life skills, such as road safety and how to keep themselves safe online. These discussions support children's emotional well-being as well as helping them to learn about important experiences.

Children are very well behaved in this setting. Staff have high expectations of children's behaviour and use a range of positive strategies to promote this. These include 'star of the week' boards and using consistent phrases, such as 'kind hands'. Staff organise simple routines that all children can follow, which help them to understand their boundaries in the setting. All children sign their self-written club rules with their handprints. Staff reinforce these rules daily so that children understand what is expected of them. Children feel proud of themselves when they are 'a good friend'.

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

- All children are celebrated in this setting. Children with special educational needs and/or disabilities are well cared for and staff ensure that they support their range of needs. Staff communicate well with other professionals and arrange the setting based on their advice. For example, all staff have attended sign language training to learn how to communicate effectively with children. Staff extend this skill to all children to create an inclusive environment.
- Staff build excellent relationships with parents and the schools they collect children from. They promote regular communication and recognise the important role they play in the children's day. Parents and carers comment that their children enjoy their time at the setting and have formed many friendships. They appreciate the range of activities that keep their children happy and engaged. Parents are confident that their children are safe and well cared for.
- Leaders and managers promote staff's professional development. During weekly meetings, staff discuss key topics and further their knowledge. For example, after reflecting on their behaviour policy, staff have completed a course on positive behaviour. Staff have implemented new strategies effectively, such as using new ways to help children to calm down. Staff support children to recognise their feelings using books and flash cards. Staff create spaces for children to rest and relax in a calm area.

- Staff form good relationships with children. Children comment on how staff always have time to play with them and listen to them. Staff encourage children to be independent in the setting. They support children to choose what to play with and manage their self-care needs. Staff are there to support children when they need it.
- Staff plan a daily challenge which children eagerly engage in. Through this range of achievable tasks, children learn how to play together, fix a problem and self-evaluate what they have done. For example, children race to see who can build the highest structure using raisins and cocktail sticks. Children are imaginative and creative as they explore what makes a sturdy tower.
- Leaders prioritise children's safety in the setting and offer regular training to staff. However, leaders do not always monitor how confident staff are to embed this knowledge into their practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY544446
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10355267
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 13
<b>Total number of places</b>	40
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Langley, Michelle Louise
<b>Registered person unique reference number</b>	RP544445
<b>Telephone number</b>	07572286082
<b>Date of previous inspection</b>	22 November 2018

## Information about this early years setting

Welldon Kids Club registered in 2017 and is located in the London Borough of Harrow. The club is open Monday to Friday, before and after school, during term time. It operates from 7am to 8.30am and 3.15pm to 6pm. The club also offers holiday care and is open Monday to Friday, from 7am to 6pm. There are six staff, of whom three hold relevant qualifications at level 3.

## Information about this inspection

**Inspector**  
Rivka Bick

## Inspection activities

- The inspector viewed the setting and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views
- The inspector carried out joint observations of group activities with managers.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- Parents shared their views of the setting with the inspector.

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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