

# Inspection of Orchard Childcare @ Rowans School

Rowans School, 19 Drax Avenue, London SW20 0EG

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Inspection date:

6 June 2025

**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 are happy to come to the club after their day at school. Staff greet them warmly as they arrive at the club. Staff share messages with their teachers, which helps them work in partnership with the school. Children talk joyfully with staff about their day. Staff know children well and demonstrate a genuine interest in what children have been doing in school and at home. This helps create a warm and trusting environment where children feel valued and understood.

Children enjoy their time at the club and engage in a wide range of activities that reflect their interests. They strengthen their fine motor skills by pushing spaghetti into play dough or cutting with scissors. Children also have fun playing bingo with their peers. Activities often link to what children are learning in school, giving them a familiar starting point. Staff then adapt and extend learning opportunities throughout the week based on the children's ideas and enthusiasm, creating a flexible and child-centred environment.

Children's behaviour at the club is very positive. They show kindness to one another, take turns, and play cooperatively. Staff use consistent routines and gentle reminders to reinforce expectations. Children respond well to this approach and show a clear understanding of the boundaries.

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

- The club actively promotes a love of books and storytelling. Children are encouraged to choose books independently and talk about the stories they enjoy. A book club gives them a chance to bring in and review their favourite stories. They create their own stories using pictures as prompts. Staff read aloud with enthusiasm, using expressive voices and pausing to ask questions that spark curiosity and discussion. This helps lay the foundations for a lifelong enjoyment of reading.
- Staff provide daily opportunities for children to be physically active. Outdoors, they play football, climb on large equipment, ride scooters, or engage in ball games with their peers. These activities support the development of key physical skills such as balance, coordination and agility. Staff ensure all children are included, encouraging participation and teamwork in a safe, engaging environment.
- Parents are kept well informed through regular handovers at pick-up and on the online platform. They appreciate the strong communication and the approachable and consistent staff. However, not all parents know who their child's key person is.
- Mathematics is embedded naturally in both play and daily routines at the club.

During pasta threading, children are challenged to estimate how many pieces will fit. They then count to compare, encouraging skills in volume and measurement. Staff model mathematical language such as 'more', 'less', 'longer', and 'heavier' to deepen their understanding. These everyday opportunities make maths engaging and fun, helping children build confidence and enjoy using numbers in context.

- Staff promote positive behaviour through consistent reminders and encouragement. Staff gently reinforce rules like sitting properly during snacks and waiting their turn to speak. Politeness is modelled and praised and staff acknowledge helpful actions like sharing or tidying up. This supportive approach nurtures respect and cooperation.
- Staff foster children's independence by encouraging them to take responsibility for simple tasks. Children are supported to peel their own fruits, developing confidence in their own abilities. They are also encouraged to put their plates away after snacks, promoting a sense of ownership and responsibility for their environment. These opportunities help children build practical life skills and a greater sense of autonomy.
- Staff take a nurturing and responsive approach to supporting younger children's emotional well-being. They provide quiet, comfortable areas with mats and soft toys where children can find calm and reassurance when needed. Settling-in sessions and access to familiar spaces, such as, the children's classroom, help ease transitions and create a sense of security.
- Leaders prioritise ongoing professional development by organising regular staff meetings and access to training courses. This continuous learning helps staff remain informed, confident, and skilled. This enables them to provide high-quality care and effectively support children's diverse needs and development.

## 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>	2720176
<b>Local authority</b>	Merton
<b>Inspection number</b>	10392355
<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 7
<b>Total number of places</b>	30
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Orchard Childcare Limited
<b>Registered person unique reference number</b>	RP910027
<b>Telephone number</b>	07981991894
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Orchard Childcare @ Rowans School registered in 2023. It operates from The Rowans School in the London Borough of Merton. It operates Monday to Friday from 3.15 pm to 6pm, term time only. The club employs three members of staff, of whom two hold appropriate childcare qualifications from level 3 and above. The club offers government funded childcare.

## Information about this inspection

### Inspector

Jenny Selvakumaran

## Inspection activities

- The inspector viewed the areas of the provision used for the club and discussed the safety and suitability of the premises.
- The inspector observed staff's interactions with children inside and outside.
- Parents shared their views of the club with the inspector.
- The inspector spoke to children to find out about their time at the club.
- The inspector spoke with managers and staff during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed the suitability of staff.

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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