

# Play Aloud @ St Andrews

ST ANDREWS C OF E PRIMARY SCHOOL, Benslow Lane, HITCHIN, SG4 9RD

<b>Inspection date</b>	24/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Teaching is good because staff plan and equip an environment in which children can select and lead their own play, and as a result, children's progress is good.
- Children are secure and develop firm bonds with staff. They move between classes easily because the staff work closely with the host school to establish consistent care.
- Staff work closely with parents to meet every child's needs and enable them to take part in extracurricular activities in school. This means that children gather new experiences to aid learning.
- Robust induction and performance management for staff means that staff are knowledgeable and can support children.

### It is not yet outstanding because

- Children are on occasion not provided with sufficient time to solve problems and be independent because staff are sometimes over eager to support them as they play.
- Children do not have broad practical opportunities to judge risks for themselves during everyday routines to maximise their understanding of safety.
- There is scope to offer children regular opportunities to extend their understanding of health and hygiene, and self-care skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playroom and the outside area.
- The inspector looked at a selection of policies, procedures and information provided by the provision.
- The inspector carried out a joint observation with the owner/manager.
- The inspector spoke with the owner, staff and children at appropriate times throughout the inspection.
- The inspector reviewed a selection of children's observation and assessment development files.

**Inspector**  
Lynne Talbot

## Full report

### Information about the setting

Play Aloud at St Andrews was registered in 2013 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a building in the grounds of St Andrews C of E School in Hitchin, Hertfordshire. The provision is owned and managed by private owner. It serves the host school. The provision is accessible to all children. There is an enclosed area available for outdoor play.

The provision employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The owner has Early Years Professional Status and three staff, including the owner, hold Qualified Teacher Status.

The provision opens Monday to Friday during term times and school holidays. Sessions are from 7.30am to 8.45am, and from 3.10pm to 6.30pm during term time. The provision operates during school holidays from 7.30am to 6.30pm. Children attend for a variety of sessions. There are currently 73 children attending of whom 10 are in the early years age group. The provision supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- consolidate children's problem solving skills and independence by allowing them more time to organise themselves, think through solutions and use their emergent skills and knowledge
- expand children's understanding of safety by providing opportunities for them to take responsibility for assessing, judging, and minimising risks during everyday activities in the premises
- broaden opportunities during meals for children to select and serve their meal, and understand the link between good hygiene practice and handling food.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children show enthusiasm for play and a keenness to attend the out of school club. The staff support children to play in mixed age groups during activities to enhance their confidence and support self-esteem. For example, a mixed age group of children move between playing football outdoors to role play, using the stage area and large chalk board

with one child playing the teacher. They talk together and practise letters and numbers and engage in extensive role play. Later they move to talking about the conkers that have fallen and begin to sweep them up together. In this way, the children explore their ideas. Indoor activities are led by the children with those planned by staff being accessible, but flexible, to their wishes. For example, an activity to explore textures and seasons, and the growth of flowers and trees, to develop cherry blossom branches is broadened by the children who experiment with colour mixing with different felt pens. Children decide to draw birds and chickens, colour them in and cut them out proudly. During an extensive game some children consider how they can draw circles, to fit inside a toy player, to make discs that they label with names. They use a paint pot to draw around in order to have smooth circles. However, on occasion, some staff's eagerness to support children in their activities means that they do not always have the chance to find things out for themselves or extend their independence fully. For example, when outdoors a member of staff brings a dustpan and suggests this is a better way to sweep up the conkers. This means that children's involvement and decision making is not maximised.

Children use their imagination in many activities. For example, they develop role play where they construct tents and 'dens' with blankets, cushions and various materials. This helps them to work cooperatively. Opportunities for exploring early technology include the use of electronic games and consoles. Children confidently explain the rules to each other, and younger children, and show maturity as they play alongside each other appreciating each other's developing skill. The staff introduce children to different cultures. For example, they enjoy themed days, such as Egypt day. Activities are challenging; the children enjoy making masks and head pieces, make clay pyramids before they experiment with making pyramids from cards, and explore writing with Hieroglyphics. They complete project works to explore each other's culture. For instance, Australia Day celebrations involve discussions and craft works looking at Koala bears, the provinces of Australia, flags and traditional Australian instruments. The staff plan events that build on children's interests and offer them the opportunity to contribute to their club. For example, they explore magic and learn tricks with which to amaze their parents.

The club provides information to parents regarding the Early Years Foundation Stage. Parents use face-to-face contact with staff to share information about children's learning, needs and preferences, and discuss their progress and it's link to their school activities. Staff use this information, and that gathered through observation and in discussion with school teachers, to plan the daily resources to promote the next steps in children's learning. Clear planning for the younger children means that individual progress is maximised. This helps staff to monitor children's progress in relation to their starting points. The staff provide key persons to work closely with children with special educational needs and/or disabilities. They consult regularly with parents, and their individual worker within the school, to support their learning and plan for next steps. As a result children with special educational needs and/or disabilities make good progress. Planning records show special considerations to optimise children's participation in all activities and, thus, all children make good progress. Overall, the play facilities and teaching environment allow children to use the skills and knowledge that they have already acquired and support progress.

## The contribution of the early years provision to the well-being of children

Children show an interest in the activities available and relate well to their peers and staff. Conversations heard between the staff and the children are very comfortable. Children are collected from their classrooms and staff use the time spent talking with them to gauge how their day has been. Consequently, staff have a good awareness of the types of activities to offer to children at the end of the day to complement those undertaken in school. This relationship means that children develop clear and secure bonds with staff that promote their sense of security. Settling-in arrangements are smooth because each child and family visits the club, during open days, as part of their introduction to school. As a result, children form good attachments. Children become familiar with new teachers, and other classes in the host school, because they discuss them with older children that attend the club. As a result, children approach any move between classes with confidence because they are secure and well-prepared.

Children are very sociable and enjoy receiving reward tickets for kind, helpful and generally good behaviour. Often these are used to reinforce positive behaviours currently being worked on by parents, such as remembering to bring home all their belongings. Children learn to keep themselves safe through practical daily routines and staff guidance. They learn about walking safely from the school classes to the club building with the older children helping the younger children to learn the routine. Older children take responsibility for monitoring the numbers of children at certain activities. For example, when there are limits to the number who may play in the 'den' at any one time, due to higher attendance, children record the names of those playing and make a waiting list for those waiting for a turn. This helps them to develop responsibility for themselves and others. However, they have fewer practical activities that support them to make independent judgements with regard to personal risk or risks in the environment. Consequently, children do not fully explore practical methods that help them to understand risk and are dependent on the staff to minimise risk for them. As a result, their own understanding of safety and how to manage risks safely is not maximised. The resources and environment are well-equipped enabling children to self-select and lead their play.

Children's health is supported by regular exercise and fresh air; they have access to the outdoor playground at all times. Children are provided with a broad choice from a nutritious menu for snacks and a cooked tea. They sit together enjoying social meal times and thoroughly enjoy their meal. Children independently meet their own basic personal hygiene needs and wash their hands before eating. Children access drinks when they are thirsty. However, children take no part in the preparation for meals and their meals, and drinks, are brought and served for them by staff rather than allowing them to self-select what they would like to eat. This fails to maximise children's understanding of the link between good hygiene practice and handling food, and does not optimise opportunities for children's independence. Children do take responsibility for placing their crockery and cutlery into a bowl when they have completed their meal. Staff regularly talk with the children about the need to eat nutritious foods, especially when they come to the club after sports sessions, and this helps them to consider the need of good food for their health.

## **The effectiveness of the leadership and management of the early years provision**

The owner and managers have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Regular reviews of all paperwork and procedures take place to ensure that welfare requirements are met. For example, staff meetings are used to review one policy, in turn, each session. Arrangements to safeguard children within the club are robust. Safeguarding training for designated persons is completed. There are clearly mapped procedures for monitoring any safeguarding concern within the club. Staff demonstrate an understanding of their role and responsibility, with regard to referral to the appropriate authorities, when necessary. As part of the safeguarding procedures there are thorough employment, recruitment and suitability checks, which include a detailed induction and probationary period for new staff. As part of the induction process detailed performance targets are set which include safeguarding awareness and understanding. As a result, the club ensures that children are protected.

Systems for monitoring practice are robust. The owner meets with the managers and deputies every week to review and evaluate practice. Regular staff meetings and appraisals take place and help to identify training and development programmes for staff. Reflective practice is in place and includes evaluations from children to assess what they like, dislike and would like to have more access to. Parents views are sought and suggestions evaluated. For example, an addition to the menu, a lighter tea, was added as a result of some parents comments. The owner meets with the session leader for the early years age group children to monitor the specific plans for those children to ensure that they make good progress. In addition, staff complete exercises where they view the setting and resources, at child level, to ensure that resources are accessible and suitable for all children. The methods used to reflect on practice demonstrate that the steps taken to work towards continuous improvement are robust. Parents value the club and staff highly. They comment that they, 'cannot praise the staff highly enough and that they enable them to take part in sessions, such as the recorder, at 8.15am which I would not be able to do'. Furthermore, those parents with children with special educational needs and/or disabilities report that the staff work very closely with them and the school to meet the children's every need.

Children are well-supervised as they arrive at the club, from the school premises, after school. Staff are vigilant in ensuring that no person may have access to children in their care at any time because there is efficient security in the host school. Clear risk assessments are in place to ensure safety and minimise risk. Visitors must wear a badge that identifies them; this means that staff and parents are aware of any person not connected with the provision. The staff speak with class teachers regularly and this helps them to complement the learning experiences within the school. Hence children's care is consistent and their development is promoted. The staff work closely with the support workers in school for children with special educational needs and/or disabilities. There is

evidently a good partnership with parents, and school teachers, to support the well-being, learning and development for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY468316
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	934342
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Katie Thomasina Rowe
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07535784783

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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