

# Stay and Play

Lakeside Primary School, Hatherley Road, Cheltenham, Gloucestershire, GL51 6HR



## Inspection date

26 January 2015

Previous inspection date

8 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The key-person system is not in place to ensure sufficiently that children always receive tailored care to meet their individual needs. This also means that some parents are not aware who to approach to share and receive information. This is a breach of the Early Years Foundation Stage requirements.
- The safeguarding policy and procedures do not fully cover the use of mobile phones and cameras in the club to protect children's welfare.
- The manager does not always effectively review policies and procedures to ensure she is meeting the legal requirements for the Early Years Foundation Stage.

### It has the following strengths

- Children are happy and enjoy their time in the club as staff provide a wide range of toys and resources for children to follow their interests.
- Children learn to behave appropriately and understand how to keep themselves safe because they listen to staff and follow their instructions. This produces a very calm and harmonious atmosphere in the club.
- Vigilant staff supervise children well as they play in a hygienic and secure environment.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that each child is assigned a key person so that their care is tailored to meet their needs, and ensure that each parent knows who their child's key person is and understands their role
- implement more robust procedures to cover the use of mobile phones and cameras in the club to fully protect children

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

- review the club's policies and procedures to keep them up to date to ensure they meet the legal requirements for the Early Years Foundation Stage, and share these with all staff.

## Inspection activities

- The inspector observed children's play, activities and staff interaction with children in the playroom and outside.
- The inspector held discussions with the manager and owner, staff and children.
- The inspector took account of the views of parents spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff suitability, staff training and professional development, and evaluation processes.

## Inspector

Victoria Weir

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff promote the learning and development of the children as they build on children's knowledge and skills gained at school. They have a good understanding of child development gained through suitable childcare qualifications. Consequently, they encourage children's communication and language skills by chatting with them about their interests, play and school day. Staff make suitable use of open questions or suggestions in order to extend children's thinking. For example, as children participated in a ball game, staff asked, 'How many more cones do you need to hit to win?' Children are then given time to think and respond. Staff are aware that children learn from their peers and encourage older children to support younger ones. Staff provide suitable support for children to complete school homework. This complements their learning at school to help them make progress. However, the weaknesses in the key-person system mean that staff do not always effectively plan and tailor the provision to engage all children fully. For example, staff did not sufficiently target activities to help settling children to take an active part in play and develop their friendships in the club.

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

The staff have not established the key-person system so it is not always clear who is each child's special person from whom to seek comfort and receive tailored care and attention. The staff team is caring and includes staff who work with children during their time in school. This means most staff know children well. Staff communicate efficiently among themselves, sharing information teachers and parents provide at handover times. This means they are aware of children's changing needs. The flexibility in routine helps support children's developing physical needs. As a result, children become confident and independent and show initiative. For example, children can choose the snack provided by the club or bring their own food and choose when to eat. Children benefit from regular outside play in the fresh air.

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

Partnerships with parents generally support children's well-being. However, the lack of a key-person system means parents are sometimes unsure who to approach with information. In addition, they do not always receive in-depth information about children's time in the club. Qualified staff receive regular supervision and training to support their professional development. This contributes to keeping children safe from harm and equips them to deal appropriately with any incidents that may occur. The manager is keen to improve the club. For example, she set up a homework area in response to views collected from children and parents. However, she does not demonstrate a sound understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. For example, she does not limit the use of mobile phones for visitors and parents in the club.

to ensure children's safety.

## Setting details

<b>Unique reference number</b>	EY276659
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	847197
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	118
<b>Name of provider</b>	Maria Lydia Butler
<b>Date of previous inspection</b>	8 June 2010
<b>Telephone number</b>	07952 002757

Stay and Play registered in 2004. It currently operates from three playrooms in Lakeside Primary School. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is open to children attending the school from 8am to 8.55am and from 3.10pm to 5.45pm each weekday during the school term. A team of four staff work with the children, of whom three hold appropriate early years qualifications at level 3, and one member of staff holds a recognised qualification at level 4.

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