

# Bexley SNAP @ Marlborough School

Marlborough Park Avenue, Sidcup, Kent, DA15 9DP



## Inspection date

Previous inspection date

29 May 2015

Not applicable

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

## Summary of key findings for parents

### This provision is good

- Staff provide a welcoming and nurturing environment and get to know the children well. Therefore, children are happy and settle quickly into the setting.
- Staff keep parents well informed about their children's time at the setting. They complete daily activity sheets and identify additional activities to interest and engage children. This helps parents to further support their children at home.
- The staff work extremely well together and are positive role models. This helps children to understand how to behave well and to be kind to each other.
- The staff team takes the children on regular outings and trips, and organises visitors to the setting. This helps children to learn more about their local community.
- The staff show a commitment to extending their knowledge further by training and professional development. This helps to ensure positive outcomes for children.
- The management team has robust recruitment and induction processes to ensure the suitability of all staff. Therefore, all staff have a good understanding of their roles and responsibilities.
- Staff have good links with the external professionals and school teachers who also work with the children. This means that staff are able to understand how to meet children's needs and provide continuity of their care routines.

### It is not yet outstanding because:

- Staff do not always provide a wide range of messy play activities to encourage children to explore and feel different textures.

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

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

- increase the range of messy play activities to enable children to explore a wider variety of textures and smells.

### **Inspection activities**

- The inspector toured the area of the school used and observed children playing in the different rooms.
- The inspector observed the children playing with the resources and interacting with the staff.
- The inspector spoke to members of the management team.
- The inspector looked at a sample of policy documents and procedures.
- The inspector spoke to parents.

### **Inspector**

Caroline Gibbons

## Inspection findings

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

The friendly and enthusiastic staff team provides a good range of resources, experiences and activities which interest and stimulate the children. For example, children enjoy climbing and bouncing in the soft play area and throwing balls to each other. Staff support children as they learn to balance and pedal on the equipment indoors. This successfully promotes children's physical development. Staff encourage children to use all of their senses to promote their exploratory play. For example, they look at patterns and shapes in the sensory room and explore cereal with their hands. Staff use clear language and visual signing when interacting with children. They are alert to the gestures of the children and they show a clear understanding of how to support them. This helps to meet the individual needs of the children.

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

Staff promote a healthy lifestyle by providing a range of outdoor activities and by talking about healthy foods and what is in their lunch boxes. Staff provide lots of positive praise to children which promotes their self-esteem. For example, they congratulate children on good listening and good sharing. Therefore, children learn to behave well. Staff are sensitive to the personal care needs of the children which ensures that their individual needs are met. Staff have a good knowledge of child protection issues and are aware of the procedures to follow if they have any concerns regarding children's welfare. This, along with regular risk assessments, helps to keep children safe in the setting.

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

The management and staff demonstrate a clear understanding of the requirements of the Early Years Foundation Stage. Staff evaluate the success of the play scheme on a regular basis which helps to maintain a quality service for children and families. Staff request feedback from parents which helps to promote good outcomes for children. The management team ensures that there is a high ratio of staff to children. This, along with effective staff deployment, ensures that the needs of individual children are very well met. Staff receive regular supervision sessions which contribute to their on-going professional development. The management uses supervision sessions to identify staff training needs, which enables staff to update their knowledge and skills. This helps to ensure the on-going provision of a high-quality service for children and families.

## Setting details

<b>Unique reference number</b>	EY465804
<b>Local authority</b>	Bexley
<b>Inspection number</b>	946675
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	21
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Bexley Special Needs Access to Provision Committee
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0208 300 6896

SNAP registered in 2013. It is based in Marlborough school in Bexley, Kent. The holiday play scheme operates in each school holiday offering two sessions, either 10am to 4pm or 9am to 5pm, for children with special educational needs and/or disabilities. The scheme takes children from the ages of five years to nineteen years of age. There are 20 members of staff, all of whom hold appropriate early years qualifications or qualifications suitable for working with children with specific needs.

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