

Fair Play Tannery Drift

Tannery Drift School, Tannery Drift, ROYSTON, Hertfordshire, SG8 5DE



Inspection date	2 December 2015
Previous inspection date	13 July 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The manager is effective in promoting opportunities for staff's continuous professional development. Regular supervision meetings and appraisals enable staff to identify their own strengths and areas for improvement. Ongoing training opportunities improve practice and staff are confident in meeting children's individual needs.
- Children behave well and staff are consistent in their approach to managing behaviour. Relationships between the children of different ages who attend the club are strong. Older children are very willing to support and guide younger children, which has a positive impact on their emotional well-being.
- Children are cared for in a safe and secure environment. Staff are vigilant. They complete regular risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use.
- Children's personal, social and emotional development is promoted by warm, caring staff who show a real interest in what children are doing. Children's achievements are celebrated with regular praise and encouragement. Very good settling-in procedures enable staff and parents to work well together to help children build confidence.
- Children have good opportunities to be active. They explore the outside area on a daily basis and enjoy play activities in the large hall.

It is not yet outstanding because:

- Although children thoroughly enjoy their time at the club and choose from resources made available, staff have not considered ways to encourage them to take a more active role in the day-to-day planning of activities.
- While the general layout of the club is stimulating, opportunities for children to relax and unwind are not promoted equally well.

What the setting needs to do to improve further

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

- extend opportunities for children to make more choices about the range of activities available each day
- enhance the provision for children to relax and sit quietly when they so choose.

Inspection activities

- The inspector spoke to some parents during the inspection and took account of their views. She also spoke to children and staff at appropriate times throughout the inspection.
- The inspector observed a range of planned and spontaneous activities and jointly evaluated some of these with the provider.
- The inspector held a meeting with the provider of the club. She looked at relevant documentation, such as evidence of the suitability of staff working at the club.
- The inspector discussed with the provider how she evaluates and reflects on practice.
- The inspector observed how staff interact with children during activities indoors and outdoors. She assessed the impact this has on children's time at the club.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend regular child protection training to ensure that they remain aware of legislative changes. They complete additional online training to improve their knowledge and understanding of how to protect the children in their care. Staff are aware of the procedure to follow if they have any concerns. The manager is the designated person for safeguarding. She completes the required suitability checks and ensures that all staff have appropriate first-aid training. The manager regularly monitors staff's practice and she is a good role model. Staff demonstrate good relationships with parents, who speak highly of the well-established staff team. Some parents comment that their children often demonstrate a reluctance to go home when they arrive to collect them. Communication is effective. Daily discussions between parents and staff mean that parents are aware of what their children have done at the club and at school. The manager encourages all staff to build strong connections with teaching staff and other providers. The manager and staff team evaluate the setting on a regular basis. They look at the activities they plan, talk to children about their views and discuss ways to promote continuous improvement.

Quality of teaching, learning and assessment is good

The well-qualified staff team know the children well. They talk to parents and children during their initial visits to find out as much as they can about each child before they start. Staff complete an indepth record of children's likes and interests with parental input warmly encouraged. Staff use this information to plan a range of stimulating and enjoyable activities and experiences. These complement the learning that takes place in the schools attended by the children. Children are motivated and engage in a range of opportunities and experiences. They confidently share their own ideas as they take part in activities with their friends. Children develop many skills, for instance, as they explore construction resources. They share their own suggestions of how things work as they join in with planned craft activities to create snowmen. Staff show a genuine enjoyment of their roles. They join in with children's games and listen carefully to children when they ask for help.

Personal development, behaviour and welfare are good

Children are happy and demonstrate that they feel secure. They have built strong bonds and attachments with staff and other children that attend the club. Children are encouraged to listen to each other, such as during opportunities to show and tell. They happily clap their hands in recognition of one other's achievements. For example, as some children play musical instruments other children quickly tell them how good they are. Children's self-esteem and confidence are well promoted and staff regularly praise children. Children eat a range of healthy and nutritious snacks. They are given choices about what they eat and independently make their own sandwiches and pour their own drinks. Children have good opportunities to enjoy fresh air and they use a range of skills as they climb and balance on the outside apparatus. They laugh and have fun as they enjoy play activities in the large hall.

Setting details

Unique reference number	EY404428
Local authority	Hertfordshire
Inspection number	850569
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	24
Number of children on roll	63
Name of provider	Leonie Adessa Bailey
Date of previous inspection	13 July 2010
Telephone number	07905 001 403

Fair Play Tannery Drift after school club was registered in 2005. It is situated at Tannery Drift school in Royston and is one of three clubs privately owned and managed. The club employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including the manager. The club opens from Monday to Friday during term time from 3pm to 6pm.

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