

# Re:play @ Maple

Maple Primary School, Townsend Avenue, ST. ALBANS, Hertfordshire, AL1 3SW



## Inspection date

Previous inspection date

28 June 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is inadequate

- Children's safety is compromised. The nominated person has failed to fully check the suitability of a new member of staff before their employment began. This has a negative impact on children's safety.
- On occasions, staff are not as well organised for adult-led activities, which causes children to lose interest.
- Children's understanding of their personal safety and risk is not consistently promoted.

### It has the following strengths

- Staff have good partnerships with parents, other providers of the early years foundation stage and other professionals. They consistently share information to support children's overall care and well-being.
- Children's personal, social and emotional development are encouraged through regular praise and reassurance. Children of different year groups make strong bonds and develop firm friendships with staff and children. Older children kindly support and help the younger children during games and activities.
- The management team is effective in promoting opportunities for staff to improve their skills through continuous professional development. Regular supervision and appraisals enable staff to identify their own strengths and areas for improvements. Ongoing training opportunities are encouraged and staff display a genuine enjoyment of their roles and responsibilities.
- Children's physical development is promoted well. Staff provide daily opportunities for them to enjoy and take part in a range of planned and spontaneous activities in the well organised, outside environment.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- |   |            |
|---|------------|
| ■ implement robust recruitment and vetting procedures, with particular reference to obtaining a Disclosure and Barring Service check for all staff. | 26/07/2016 |
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### To further improve the quality of the early years provision the provider should:

- improve the organisation of adult-led activities to ensure that children's engagement is maintained
- provide more opportunities to help children develop greater understanding of how to stay safe.

## Inspection activities

- The inspector observed the quality of staff interaction during activities indoors and outdoors and assessed the impact this has on children's time at the club.
- The inspector observed a planned activity and jointly evaluated this with the manager.
- The inspector checked evidence of the suitability of staff working in the setting. She also viewed some staff supervision and appraisal records.
- The inspector held a meeting with the nominated person and two managers. She looked at relevant documentation, such as the setting's ongoing action plan and safeguarding procedures.

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The nominated person has failed to complete a Disclosure and Barring Service check for the newest member of staff. All staff are aware of the procedures to follow if they have a child protection concern and they update their safeguarding training on a regular basis. The staff team has developed close relationships with the teaching staff at the host school and they communicate effectively. For example, they have implemented communication books to support children who have special educational needs or disability and children who speak English as an additional language. This helps staff to meet children's individual needs and share important information with school teaching staff and parents to promote consistency. Children are cared for in a safe and secure environment. Staff complete a range of regular risk assessments and safety checks on the resources and areas used by children. During outside activities children wear high-visibility jackets so they are easily and quickly recognised by staff and other adults on the school site. Staff evaluate activities and experiences and discuss potential improvements during regular staff meetings as well as continually updating their ongoing action plans.

### Quality of teaching, learning and assessment is good

Children are happy and settled. They take part in a wide range of stimulating and interesting activities. For example, they make chocolate smelling play dough. They use a recipe card with vital information to help them get the mixture right and are supported by staff. However, the required resources and equipment are not in place at the start of this activity. This means children's engagement is not consistently maintained. Staff ask a good range of probing questions as they interact with children. For example, as children explore many different textures during a creative activity their thinking is extended further. Staff encourage them to describe the feel, smell and look of the different items. Children use a good range of toys and resources and make independent choices about their play. Staff take time to listen to children, encourage them to have a voice and incorporate their many choices into weekly plans of what they offer.

### Personal development, behaviour and welfare are inadequate

Children's understanding of their personal safety and risks is not consistently promoted. For example, staff regularly ask children to sit on their chairs properly and remind them not to run inside the club. However, they do not consistently support children to understand why these things are important to promote their safety. Children learn about healthy lifestyles and the importance of making good food choices. They take part in selecting their own tea from a wide range of healthy and nutritious varieties. They talk about the importance of drinking water and the effects exercise has on their bodies. Children behave well and show genuine care and concern for others. For example, older children quickly offer to help younger children and parents comment happily about the positive impact this has on their children.

## Setting details

<b>Unique reference number</b>	EY481420
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	988610
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Re-Play at Skyswood Limited
<b>Registered person unique reference number</b>	RP908198
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07913 323608

Re:play @ Maple was registered in 2014. The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The setting opens from 7.30am to 8.50am and 3.15pm to 6.15pm, Monday to Friday, term time only. A holiday club is also provided at another Re:play setting for children attending this club. The setting supports children who have special educational needs or disability and children who speak English as an additional language.

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