

# Stay and Play

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



## Inspection date

8 July 2016

Previous inspection date

26 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has updated systems for monitoring the quality of the provision to continually improve practice, and now includes the views of children and parents.
- Children enjoy their time at the club and relationships are good. Their emotional security begins with a good settling-in procedure that is agreed with parents. Children are introduced to their key person before they attend for the first time.
- Staff organise space well to support children to make choices that range from energetic play and quiet activities in both indoor and outdoor play spaces. Staff provide a good variety of activities that complement the skills children acquire in school.
- Children behave well. They share and take turns during games and activities. Older children are good role models for the younger children and support them well in their play.
- The manager supports the staff team well and ensures that all required training is up to date to promote children's continued well-being.

### It is not yet outstanding because:

- Some of the documentation shared with parents does not contain the most current information about staff roles.
- Younger children do not always have opportunities to learn about the similarities and differences between themselves and others in the wider community.

## What the setting needs to do to improve further

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

- ensure all documentation shared with parents is fully up to date
- provide more opportunities for younger children to gain an understanding of the diversity of the wider community.

### Inspection activities

- The inspector observed the staff playing and interacting with the children during a range of activities.
- The inspector reviewed the policies, looked at children's records, and checked evidence of staff's suitability and qualifications.
- The inspector discussed with staff how they support children's learning.
- The inspector looked at the areas used by the children attending the club.
- The inspector took account of the views of parents present at inspection.

### Inspector

Judith Harris

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The premises are safe and secure in all areas and staff have up-to-date knowledge of child protection and first aid. They know how to follow the local referral procedures if they are concerned about a child's welfare. The manager and staff have successfully addressed all actions raised at the previous inspection. For example, they have developed good systems for supporting younger children. Every child aged under five years now has a key person who carries out observations and assessments of their learning. The manager has updated the policies and procedures to ensure they now cover the use of mobile phones and cameras in the setting.

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

Staff support children to continue to acquire skills that help them to reach the next steps in their learning. Children are self-assured while chatting with staff and other children, and they confidently make choices in their play. At the inspection, children shared their news in a whole group session. Staff sensitively encouraged all of the children to take a turn and actively promoted listening and attention skills. Children concentrate for long periods, as they express their creativity during craft activities, using colourful materials. Staff support children's communication and language development well. For example, staff engage children in lively discussions about their school day. There is a cosy area for rest and relaxation with a variety of books available to encourage children's interest in reading. Children play games and take part in daily routines that require them to count and make simple calculations, building on their growing mathematical skills. Younger children join in confidently with play with their older friends.

### Personal development, behaviour and welfare are good

Children are happy and confident. All staff work in the school during the day, which helps children to feel secure. This also helps staff to work collaboratively with the teachers to meet the children's needs. Children develop good friendships; they look forward to spending time playing together. Children are familiar with the club's routines and demonstrate a clear understanding of the rules and boundaries. Staff promote children's confidence and self-esteem, using praise and encouragement. They encourage children to be independent. For example, children help themselves to drinks and make their own sandwiches at snack time. There is a good focus on supporting healthy lifestyles. Children have good opportunities for outdoor play and enjoy healthy food choices.

## Setting details

<b>Unique reference number</b>	EY276659
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1054386
<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 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	Maria Lydia Butler
<b>Registered person unique reference number</b>	RP908490
<b>Date of previous inspection</b>	26 January 2015
<b>Telephone number</b>	07952 002757

Stay and Play registered in 2004. It is situated in Cheltenham, Gloucestershire. The club is open 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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