

# Re:play @ Maple

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



## Inspection date

13 December 2016

Previous inspection date

28 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 provider has taken positive steps to promptly address the action raised at the last inspection. For example, she has effectively reviewed the recruitment process to ensure that this is robust and that all necessary checks are in place prior to staff working with children.
- The majority of staff are well qualified. They all work hard to create a welcoming and stimulating indoor environment. Children enjoy playing and engaging with their friends after their busy day at school.
- Partnership working is very effective. The manager and key persons working with the children regularly meet with children's school teachers. They share their own observations of their achievements and find out about what they are learning at school. This information helps staff to plan fun activities that complement children's learning.
- Children say that they feel safe in the club and like the staff who they say, 'Do fun things'. They also say that they like the covered area, where they can play with sand and water. Older children say that they like making dens, playing ball games outdoors and doing quizzes.
- Parents speak highly of the service provided. They say that the staff are wonderful and that their children are always happy to come to the club.

### It is not yet outstanding because:

- At times, children are not supported to develop a growing sense of responsibility. For example, at collection times some children are unable to find their personal belongings.
- The outdoor area is not used as well as possible for children who prefer to play outside to fully promote their enjoyment and to enable them to extend their interests.

## What the setting needs to do to improve further

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

- encourage children to develop their growing sense of responsibility
- extend the use of the outdoor area to offer children who prefer to play outside further opportunities that enhance their enjoyment and extend their interests.

### Inspection activities

- The inspector had a tour of the club and discussed how it operates.
- The inspector observed activities that the children engaged in both indoors and outdoors.
- The inspector spoke with the headteacher of the school, staff from the club, children, parents and carers at appropriate times during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the safeguarding policy and children's records. She also looked at evidence of the suitability of the staff working at the club.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good awareness of the procedures that are in place to identify concerns and protect children from harm. All staff attend safeguarding training. They know what action to take should they have any worries about children's welfare. Since the last inspection, the provider completes thorough supervision meetings. In addition, she has implemented a more detailed induction and appraisal procedure to help ensure staff's training needs are continually reviewed. Comprehensive risk assessments and safety measures protect children further. For example, staff are vigilant and supervise children extremely well at all times. Measures, such as an effective, secure entrance system help to ensure children are collected safely at the end of the session. The provider and her manager monitor staff's interactions with children and the activities provided. They meet with staff regularly to discuss practice and continually evaluate how they can improve.

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

Children receive a warm welcome from staff as they meet them in their Reception class rooms. They listen to children and discuss their day at school. The enthusiastic and energetic staff motivate children to take part in fun and enjoyable activities. They promote problem-solving skills and the development of scissor control in a variety of ways. For example, they provide children with clear explanations and guidance about how to complete craft activities. Children respond well and concentrate for sustained periods of time, making their own designs for Christmas crackers. At collection times, they excitedly show their parents the items that they have made. Children also enjoy playing physical games together, such as bowling. Staff challenge children appropriately as they play. For example, they help to increase children's vocabulary and extend their mathematical understanding during marble games, complementing skills children use in school.

### Personal development, behaviour and welfare are good

Staff support children's emotional and physical well-being effectively in the club. They gather any information relating to children's welfare from school teachers when they are collected from school. Staff provide children with a wide range of nutritious, well-balanced food for breakfast and afternoon snacks. Staff remind children how to safely use a knife when they cut up their own fruit that they have chosen. They spend time sitting with children and talk about the food that they are eating and their day at school. Staff are very aware of dietary needs and take positive steps, such as making gluten-free modelling dough to ensure that all children are included. Children's behaviour is very good. They are rewarded with lots of praise and encouragement and receive rewards, such as stars of the week and certificates for a variety of achievements. Children play physical games, they have fun learning how to use the gymnastic bars and are well supervised. Children show that they are confident. For example, they converse easily with visitors about their day and what they enjoy doing at the club.

## Setting details

<b>Unique reference number</b>	EY481420
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1056128
<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>	28 June 2016
<b>Telephone number</b>	07913 323608

Re:play @ Maple was registered in 2014. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens from 7.30am to 9am 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.

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