

# Play and Learn Before & After School Club



Morley Primary School, Main Road, Morley, ILKESTON, Derbyshire, DE7 6DF

<b>Inspection date</b>	17 July 2017
Previous inspection date	2 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Not all records are available for inspection. This includes first-aid certificates, ongoing suitability checks, inductions and appraisals.
- A key-person system is not in place to ensure young children build close relationships with a familiar and trusted adult. This means children's individualised support for care and learning is not established quickly when they start.
- Arrangements for appraisals and supervisions are not robust enough to continually monitor and develop the quality of staff's practice to a good level.
- Children do not have enough opportunities to become familiar with technology.
- The process of identifying further improvements to the provision is not highly prioritised. The views of the staff, parents and children are not sought.

### It has the following strengths

- Children are happy and enjoy their time at the club. They take part in a good variety of activities and experiences and thoroughly enjoy using the school's playground.
- Staff work very effectively with the host school to ensure children get the support they need. Staff obtain information about activities and provide similar play opportunities to mirror children's learning at school.
- Children's behaviour is very good and they play well together and treat friends with respect.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure records are available for inspection, with particular regard to first-aid certificates, ongoing suitability checks, inductions and appraisals</li> </ul>	17/08/2017
<ul style="list-style-type: none"> <li>■ ensure a key person is assigned to each child in the early years age range so that children's individual needs are met</li> </ul>	17/08/2017
<ul style="list-style-type: none"> <li>■ develop robust procedures for appraisal and supervision meetings in order to provide staff with ongoing support and identify areas to extend their professional development.</li> </ul>	17/10/2017

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

- provide more opportunities for children to become familiar with the use of technology
- strengthen the drive for improvement and include the views of parents, children and staff in a thorough evaluation of what the club needs to do better and what it does well.

### Inspection activities

- The inspector observed children engaging in activities in the indoor and outdoor areas.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the club. The inspector discussed the arrangements for self-evaluation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.

### Inspector

Jane Rushby

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for recruitment are not robust because the provider has not ensured that all records are available for inspection. This includes first-aid certificates, ongoing suitability checks, inductions and appraisals. Staff have built strong relationships with parents and encourage two-way communication each day. However, managers do not seek the views of parents and children or use self-evaluation effectively as a way of identifying specific areas for future improvements. The provider does not have effective arrangements in place to fully supervise and support the manager and staff. The arrangements for safeguarding are effective. Staff are knowledgeable about the course of action to take if they have concerns about a child's welfare.

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

Well qualified and experienced staff provide children with access to a range of resources and activities. However, children are not fully supported to recognise that a range of technology is used in places, such as homes and schools, or to select and use technology for particular purposes. Staff respond to children's choices of activities, moving around to deploy themselves effectively in order to support them. They encourage children to think for themselves and to use their imagination. Children enjoy each other's company and play well together. They cooperate to put a game together and then take it in turns to have a go. Children welcome the interactions with staff and respond positively to instructions. Staff share appropriate information with parents about the time their child has spent at the club. Parents comment that their children have good relationships with the staff and like spending their time in the club. Staff speak with teaching staff and promote a consistent approach to support children's overall well-being. Children enjoy making different shapes and objects with the dough outdoors. They have fun building sandcastles in the sandpit and are proud of their achievements.

### **Personal development, behaviour and welfare require improvement**

The provider does not implement a key-person system. This means that early years children miss out on a settled relationship with a specific person who takes responsibility for tailoring their care to meet their individual needs. Children are supported to develop confidence and independence. They know and understand the daily routines and make independent choices at snack time from a variety of healthy, nutritious foods. Children have opportunities to be physically active outdoors. This helps children practise and refine their physical skills, and promotes their good health. Staff carry out daily checks to assess risks and ensure that areas used by the children are safe.

## Setting details

<b>Unique reference number</b>	EY399460
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1094050
<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>	80
<b>Name of registered person</b>	Play & Learn Before & After School Club Limited
<b>Registered person unique reference number</b>	RP525835
<b>Date of previous inspection</b>	2 February 2015
<b>Telephone number</b>	01332 831295

Play and Learn Before & After School Club registered in 2009. The club employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The club opens from Monday to Friday during term time only. Sessions are from 7.45am until 9am and 3.30pm until 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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