

# Play After Wrington School

Wrington C Of E Primary School, School Road, Bristol, BS40 5NA

## Inspection date

29 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children enter a welcoming group where they form strong attachments with familiar staff and build friendships. They behave well and have a good understanding of routines and rules to support their well-being.
- Managers evaluate the provision well and identify ways forward to improve children's experiences. They consider children's views and involve them in making decisions, such as which resources to purchase.
- Staff spend time with the children and use all opportunities to engage them in conversations to extend their communication and language skills.
- Staff involve children in the menu selection and help them to make healthy choices. Children gain good independence. For example, they confidently prepare their rolls for their teatime snack, and are keen to try new food, such as samosas.

### It is not yet outstanding because:

- Staff do not gather as much information from parents and teachers as they could, to ensure activities and experiences fully consider children's interests and complement children's learning elsewhere.
- Although most staff receive good support for their professional development, this is not consistent for all staff to improve their early years skills even further.

## What the setting needs to do to improve further

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

- gather more information from parents and the school about children's interests and learning to build on their experiences even further
- provide more consistency in the support and guidance all staff receive, to extend their skills.

### Inspection activities

- The inspector observed staff's interactions with children and discussed their learning as they played inside and outside.
- The inspector had discussions with managers, staff, parents and children at convenient times during the inspection.
- The inspector sampled documentation, including staff's suitability checks, and policies and procedures.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. There are good arrangements for the safe recruitment and induction to ensure that staff are suitable for their role. The manager and staff have a good understanding of local safeguarding procedures. They know what to do if they have concerns to help protect children from harm. Managers regularly consult with early years professionals and attend cluster meetings to improve their practice and share ideas. Staff use their training and research well.

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

Staff organise the room well to provide children with a good range of experiences. For example, children keenly enter and decide whether to sit quietly and be creative or to play games with others, such as cards, that involve taking turns. Children enjoy being imaginative. For example, they show good physical skills and precise movements as they manipulate the dough into different shapes. Children solve problems well. For example, how to reattach a dough animal's head. Staff give them plenty of praise and encouragement for their ideas. Children have good opportunities to be outside and active, such as playing football or basketball.

### Personal development, behaviour and welfare are good

Children make choices about their play from a wide range of well-positioned resources, which takes into account their interests and capabilities. Children are confident to invite staff into their play, such as a game of 'Simon says', where children listen well and follow instructions competently. Staff are good role models. For example, they wash their hands with children before they prepare food together. Staff provide children with clear explanations, so that they understand how to keep themselves safe. For example, they advise children to remove sweets from cocktail sticks on their Christingles with their fingers rather than their mouths and explain the possible consequences, to support them to assess risk for themselves. Staff gather good information from parents to help them meet children's care needs.

## Setting details

<b>Unique reference number</b>	EY492736
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	1025889
<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>	20
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Bridgwater Young Men's Christian Association
<b>Registered person unique reference number</b>	RP905002
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01934 861282

Play After Wrington School (PAWS) registered in 2015 and is operated by Bridgwater Young Men's Christian Association (YMCA). PAWS operates from a classroom at Wrington Church of England Primary School, North Somerset. It operates Monday to Friday from 3.15pm until 6pm, during term time only. The YMCA employs three members of staff. Of those, one holds an early years qualification at level 6 and another holds an early years qualification at level 3.

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