

Grass Roots Play Wolfson Hillel



Wolfson Hillel Primary School, 154 Chase Road, London, N14 4LG

Inspection date

5 July 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 benefit from a variety of activities designed to follow their interests. Staff support children to develop positive self-esteem and respect the similarities and differences between themselves and others.
- Effective teamworking contributes to a well-organised provision. Staff ask children their views about the club and consider these when planning activities and making improvements.
- Children say they are happy at the club and they settle quickly. Staff are good role models and support children in sharing their resources and activities. Staff support children's emotional well-being as they listen carefully when children tell them about their day.
- Children can access resources independently. They are able to direct their own play and activities, which supports them in being independent and motivated learners.
- Parents say their children enjoy attending the club and that staff keep their children safe.

It is not yet outstanding because:

- Although children behave well overall, some staff are more effective than others in reinforcing children's understanding of behavioural expectations.
- Staff do not consistently communicate with parents as effectively as possible to build on their partnerships with parents.

What the setting needs to do to improve further

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

- provide children with more consistent support to help them understand what is expected of them
- review the way in which staff communicate with parents to enhance the sharing of information.

Inspection activities

- The inspector observed staff interactions with children during a variety of activities.
- The inspector undertook a joint observation with the provider.
- The inspector held a meeting with the provider.
- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff, and discussed self-evaluation.
- The inspector talked to staff, parents and children to gather their views.

Inspector

Ceri Callf

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are confident in their understanding of the signs and symptoms which may give them cause for concern about a child's welfare and know the procedures to follow. Staff have received updates about how to identify any children who may be at risk of being exposed to extreme ideas or behaviours. Recruitment and induction procedures are effective, helping the provider ensure that staff are suitable to work with children. Staff work effectively with the school and regularly share information. For example, they have developed a link book which teachers use to communicate with the staff at the club. The provider consistently reflects on the service she provides and makes targeted improvements. For example, she regularly reviews resources to enhance children's play experiences. The provider supports staff professional development, for example, through regular training and supervisions.

Quality of teaching, learning and assessment is good

Staff create activities which interest children, for example, in making their own resources. Children excitedly make their own play dough and gain a sense of achievement from their activity. Children have access to a well-equipped outdoor play area and staff effectively support their physical well-being. Children are confident, self-motivated and eager to show what they know and can do. For instance, they practise the mathematical skills they learn at school as they measure and count. Staff support them by offering appropriate praise. Children enjoy reading their favourite books and eagerly talk about their favourite animals. Staff monitor and record how the children play, and the resources they use, to develop a play plan designed to support their learning at school.

Personal development, behaviour and welfare are good

Staff encourage children to develop their independence and self-care skills. For example, children wash their hands before eating and help tidy up afterwards. Children learn about a healthy lifestyle and how to keep themselves well as they help themselves to water on a hot day. Staff work well together as a team. This helps keep children well supervised in the different areas of the school they use. The staff make regular risk assessments to help them keep children safe. Children enjoy spending time together at the club. They say that they get to spend more time with their friends. Children build on their social skills and form good bonds with each other. Staff are warm and caring and good role models for the children who attend the club. Children are secure in their relationships with staff and turn to them for help and support, if needed.

Setting details

Unique reference number	EY536932
Local authority	Enfield
Inspection number	1056776
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	32
Number of children on roll	3
Name of registered person	Grass Roots Play Partnership
Registered person unique reference number	RP901144
Date of previous inspection	Not applicable
Telephone number	07836 595 794

Grass Roots Play Wolfson Hillel registered in 2016. The out-of-school club is located within the Wolfson Hillel Primary School in the London Borough of Enfield. It is open from 3.30pm to 6pm on Monday to Thursday during term time. There are two members of staff, one of whom holds a relevant early years qualification at level 2.

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