

# Minnows Playsafe Club

Manor Park Primary School, Greyhound Road, Sutton, Surrey SM1 4AW



<b>Inspection date</b>	8 October 2018
Previous inspection date	14 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Staff work in close partnership with parents and schools to gather information about the children. They use this effectively to build on children's learning in a consistent manner. Staff ensure parents are well informed about children's experiences and achievements.
- Staff form strong relationships with the children, who demonstrate that they are happy to be there. For example, children greet staff merrily and some give them a hug. Staff support children well to settle and feel secure in the setting. This includes using effective key-person systems and helping children to develop friendships.
- Children develop high levels of independence in the setting. They have a good understanding of the routines that they can carry out themselves, such as serving their own meals, or signing themselves in and out. They have good opportunities to make choices. For instance, they make their own wraps choosing from a wide selection of fillings.
- The staff team works very well together and acts as positive role models. The manager encourages staff to input their ideas and uses their individual strengths well to benefit the children. One staff member has brought in effective systems to teach children essential values which include the importance of democracy.

### It is not yet outstanding because:

- Children do not consistently have strong opportunities to engage in imaginative play.
- Staff understand very well what children's interests are. However, there are times when children's interests are not represented in the activities available to them to encourage them to focus more on their play.

## What the setting needs to do to improve further

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

- offer children more opportunities to use their imaginations in their play
- represent children's interests more closely in the activities on offer to them, particularly at the beginning of sessions.

### Inspection activities

- The inspector observed children participating in the activities available to them inside.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, staff planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice, with the manager.

**Inspector**  
Kerry Lynn

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff know very well how to identify when a child's welfare is at risk. They all understand fully what to do if a concern arises. Managers reflect effectively on the quality of the provision using a range of effective strategies which includes gathering feedback from parents, children and staff. Children's feedback has enabled managers to extend the resources and offer greater variety. Following staff feedback, the quality of the environment has been enhanced to make it easier for children to make choices about what they would like to do. Managers work closely with staff to help them build on their good skills and to develop their knowledge. Staff use questions well to help children consider their thoughts more, following the managers skilful input. Managers provide for staff well, to help them develop their qualifications and skills.

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

Children enjoy a wide range of experiences, in which they are eager to participate. For example, children engage intently when they test out what happens as they add different liquids to brightly coloured sweets. Staff engage attentively with children in their play and help them to find out about the objects they explore. For instance, when children look at stethoscopes, staff help them to understand that they can listen to heartbeats. They extend this well to enable children to hear the difference in their heartbeats after they have been running. They teach children about the effects of exercise. Staff forge good links between home and the setting. This includes offering children the opportunity to participate in weekly art competitions. Children show great enthusiasm for these and happily tackle challenges. Staff value all children's efforts and ensure younger children are included equally. They give prizes for each age range. Staff adapt all activities to ensure the youngest children have equal opportunities to participate.

### Personal development, behaviour and welfare are good

Staff promote a positive atmosphere in which children of all ages support each other and play together. For example, older children show patience and encouragement when the youngest children answer questions during group times. Younger children show confidence and interact happily with the older children. Staff help them to develop good social skills. They make good use of activities that involve sharing and turn taking, such as board games. They also encourage children to think about important values. For example, children consider what makes themselves a good friend. Staff teach children to respect each other and to understand that differences exist between people. Children learn about and experience a range of cultures. This includes when they look at world celebrations, or when children share aspects of their own backgrounds.

## Setting details

<b>Unique reference number</b>	EY470065
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10075582
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Jancett Childcare and JACE Training Limited
<b>Registered person unique reference number</b>	RP900822
<b>Date of previous inspection</b>	14 July 2016
<b>Telephone number</b>	07841563319

Manor Park Play Safe Club is managed by Jancett Childcare and JACE Training Ltd. It registered in 2007 and changed business status in 2014. It operates within the grounds of Manor Park Primary School in Sutton, Surrey. The club is open during term time only. A breakfast club operates from 7.30am to 8.40am, and an after-school club runs from 3.10pm to 6.30pm. The club is open only for children who attend Manor Park School. The setting employs three members of staff, of whom all hold relevant early years qualifications, including the manager who holds a childcare qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

