

Play and Learn Before & After School Club

Thythorn Field Cp School, Bideford Close, WIGSTON, Leicestershire LE18 2QU



Inspection date	13 November 2018
Previous inspection date	7 June 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision requires improvement. It is not yet good because:

- Induction procedures are not good enough to ensure staff fully understand their roles and responsibilities. New staff do not have a thorough understanding of the 'Prevent' duty guidance. They are not consistently clear about how to protect children from being drawn into radicalisation or exposed to extreme views and behaviours.
- Records to verify the suitability of some staff are not always readily accessible or available. This means it is not clear that some staff are suitable.
- Although staff establish links with the host school, these links are not yet highly effective to extend children's experiences even further.
- Occasionally, staff do not effectively use what they know of children's interests to help children extend and enhance their play and ideas.

It has the following strengths

- Staff are good role models and remind children of the rules of the setting. Children show good behaviour and respect for their environment, staff and peers. They demonstrate good social skills and play well together across a range of ages.
- Staff are friendly and approachable. Children demonstrate they are happy and settled. The key-person system is effective in ensuring children's individual needs are met overall.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff have a thorough understanding of the 'Prevent' duty guidance to protect children from being drawn into radicalisation or exposed to extreme views and behaviours	27/11/2018
ensure all required records are available for inspection, with particular regard to vetting procedures for staff.	27/11/2018

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

- build on the already established partnership working with the host school that children attend, to help build a more effective, shared approach to extending children's experiences even further
- ensure staff use what they know of children's interests to help them build further on their play and ideas.

Inspection activities

- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of staff practice during activities, and assessed the impact this has on children's play and progress.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as a sample of policies and procedures, risk assessments and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Alexandra Brouder

Inspection findings

Effectiveness of leadership and management requires improvement

Overall, the arrangements for safeguarding are effective. Staff know how to report any concerns that a child may be at risk of abuse or neglect. All staff have completed child protection training to increase their awareness of the signs and symptoms of abuse. Induction procedures are in place; however, these are not good enough. Some staff are not clear about wider safeguarding issues and procedures. For example, some are not alert to children and families who may be at risk of exposure to extreme ideas and behaviours. Appropriate recruitment and vetting procedures are in place to assess the suitability of new staff in the setting. However, the provider does not ensure that records to verify their suitability are easily accessible or available for inspection. The setting has taken positive steps to meet the actions raised at the last inspection. Children have access to a good range of resources and activities to choose from. Supervision has been introduced to reflect upon staff's skills and help develop their knowledge. Self-evaluation has been developed to help the manager and staff reflect on the provision for children. Parents' views are sought through open discussion to contribute to this process. They speak positively of the setting and staff, comment on their flexible and caring nature, and state how happy their children are to attend.

Quality of teaching, learning and assessment is good

Children enjoy their time in the setting. They settle quickly to chosen play and make choices about what activities they want to take part in. Children show good imagination. They dress up as superheroes and pretend to catch 'baddies'. Children show good spoken skills and are confident to talk with visitors. They explain why they like coming to the setting and talk about the fun they have with their friends and the toys available. Children use and understand the correct use of mathematical language in their play. They request a 'long' piece of string from a member of staff and, when this is given to them they state, 'This is too short'. Staff know the children well and, overall, plan an interesting and accessible play environment, both indoors and outdoors, to help continue children's learning before and after school.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's well-being is not consistently promoted. Nevertheless, children enjoy their time in the setting and show good levels of confidence and self-esteem. They show a sense of belonging as they proudly talk about the setting and ask if they can help to show the visitor around. Children show good hygiene skills. They manage their own personal care well and take an active role in the preparation of foods at snack time. A social occasion is encouraged during this time and children enjoy chatting to staff about their day. Children show good physical skills and have daily access to the outdoors. Here, they run up and down the playing field, climb carefully on tyres, make 'potions' out of washing up liquid, water, leaves and twigs, and access a range of mark-making tools.

Setting details

Unique reference number	EY391310
Local authority	Leicestershire
Inspection number	10079562
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 10
Total number of places	70
Number of children on roll	56
Name of registered person	Play & Learn Before & After School Club Limited
Registered person unique reference number	RP525835
Date of previous inspection	7 June 2017
Telephone number	0116 288 9040

Play and Learn Before & After School Club registered in 2009. It employs three members of childcare staff. Of these, all hold appropriate early years qualifications, including the manager, who holds qualified teacher status. The club opens from Monday to Friday during term time only. Sessions are from 7.30am until 8.45am, and from 3pm 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.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

