

# Play Place at Seal

Seal C of E Primary School, Zambra Way, Seal, SEVENOAKS, Kent TN15 0DJ



<b>Inspection date</b>	25 February 2019
Previous inspection date	12 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

### This provision is good

- The new manager and her staff work well together as a team. The club is well organised and staff have a good knowledge of their roles and responsibilities. All staff are good role models and deploy themselves effectively around the club.
- Children have good opportunities to use their imaginations. For instance, they enjoy constructing 'campfires' out of cardboard tubes and talk about toasting 'marshmallows and smores' together.
- There is a relaxed atmosphere throughout the club and children arrive happily and settle quickly. Children of all ages play well together and invite one another to join their activities and games.
- Children are positive about the club. They are encouraged to help plan the daily activities and choose their own resources. They comment that their favourite activities include parachute games, circus skills and outdoor sports.
- Parent partnerships are effective. Parents speak highly of the club and the 'lovely, friendly staff'. They comment on the good communication that they receive about their children's care. They praise the daily opportunities children have to be active outdoors.
- Sometimes, staff miss opportunities to stretch and challenge children to develop their own ideas and enhance their play experiences even further.
- Although partnerships with parents are good, arrangements for gaining the feedback of parents and children to inform plans for future development of the club are not fully embedded.

## What the setting needs to do to improve further

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

- support staff to build on opportunities to challenge children to develop their own ideas and enhance their play even further
- embed arrangements for parents and children to share their views about the club, in order to contribute to plans for future improvement.

### Inspection activities

- The inspector observed activities indoors and outdoors and assessed the quality of the interactions between staff and children.
- The inspector had a meeting with the provider. She viewed relevant documentation and reviewed evidence of suitability of staff working in the provision.
- The inspector spoke with parents and read testimonials during the inspection, and took account of their views.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector visited areas of the premises used by the club.

### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management is good

The manager is enthusiastic and committed to providing a high-quality provision and developing exciting play opportunities for children. She regularly evaluates her provision to identify the club's strengths and areas of development. Staff work closely with the linked primary school to enable them to support children's individual needs. They meet regularly with teachers to share children's progress and identify any additional help that they can provide. This helps staff to provide good continuity of care. Safeguarding is effective. All staff talk confidently about the safeguarding procedures and the steps they should take if they have a concern about a child's safety or well-being. They know the signs and symptoms that indicate that a child is at risk of abuse, neglect or being drawn into extreme behaviours or ideas. All staff regularly attend training to ensure that their knowledge of child protection procedures is up to date. The leadership team has developed secure systems for recruitment, induction and ongoing training. Staff attend termly supervision meetings to reflect on their practise and identify training or actions to improve children's play opportunities further. The manager holds regular meetings to support staff to continually develop their knowledge of their roles.

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

Staff know the children in their care very well. There is an effective key-person system in place for younger children at the club. Staff share children's next steps with the school and plan activities to support their development. Staff provide a wide range of resources, and children are encouraged to make their own choices and follow their own interests. For example, some children explore, using binoculars to look for birds in the trees, and others curl up on beanbags to sit and talk under canopies. Children who wish to be quiet, enjoy taking part in creative activities indoors. Staff are skilled at knowing when to step back to allow children to explore their ideas and when to interact or support. Children are encouraged to be physically active and are eager to enjoy the fresh air. For instance, some children enthusiastically collaborate to build dens in the trees using cargo nets and blankets. Others enjoy racing wooden wheels down slopes to see who can go the furthest. Children navigate risks confidently, have good coordination and control of their bodies.

### Personal development, behaviour and welfare are good

Staff are caring and nurturing. Children demonstrate that they feel safe and secure. For instance, they share jokes with staff and visitors and their personalities shine. Children's behaviour is good. Staff encourage all children to share, take turns and be kind. Staff communicate expectations clearly and encourage children to consider the outcomes of their choices. Children listen well and carefully consider their answers. Staff support children to develop their independence and self-care skills effectively. For example, at mealtimes children enjoy helping to prepare the table, make their own food choices and serve their meals. Children are offered a wide range of opportunities to learn about the local community and the world around them. For instance, they enjoy creating their own 'Christmas cards' to deliver to the residents of the local care home. Children enjoy participating in workshops about nature and learn how to safely handle snakes.

## Setting details

<b>Unique reference number</b>	EY454098
<b>Local authority</b>	Kent
<b>Inspection number</b>	10075293
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	28
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Play Place Child Care Services Limited
<b>Registered person unique reference number</b>	RP901701
<b>Date of previous inspection</b>	12 July 2016
<b>Telephone number</b>	07534 810779

Play Place at Seal after-school club registered in 2012. It is located in the grounds of Seal Church of England Primary School in Seal, Kent. The club is open Monday to Friday from 3pm to 6pm, during school term time. The club employs three staff, all of whom hold early years qualifications at level 3 or above.

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