

# St Paul's Playscheme

St. Pauls School, Langleybury, Hertfordshire WD4 8RJ



<b>Inspection date</b>	30 July 2019
Previous inspection date	11 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Staff have many opportunities to undertake training courses and they talk positively about the impact these have on their practice. For example, following recent training on helping children develop resilience skills, staff have added quiet spaces in each room. Children use these for resting or having quiet thinking times.
- The key-person system is strong. Children who are new to the playscheme are introduced to them as soon as possible. The key person helps children to engage in play and supervises them throughout the day.
- Staff demonstrate a good awareness of children's needs and feelings. They show patience and empathy for children when they feel angry or frustrated. For example, staff sit with children and give them time to work out their feelings in a safe place.
- Children build positive relationships with others as they identify shared interests and make new friends.
- Staff help children to build on their listening and attention skills. For example, they give children specific instructions to follow as they play parachute games. Children listen intently and are eager to join in.
- Staff do not always make sure that toys and games are complete. This results in children being disappointed that they are unable to complete tasks such as jigsaws because pieces are missing.

## What the setting needs to do to improve further

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

- ensure all toys and resources are complete, in order to enhance children's engagement and satisfaction as they complete self-chosen activities.

### Inspection activities

- The inspector observed staff's interactions with children indoors and outside.
- The inspector spoke to staff and children and held a meeting with the playscheme manager.
- The inspector observed an adult-planned activity with the room leader and held a discussion with her.
- The inspector looked at a sample of paperwork, including staff qualifications, suitability checks and safeguarding policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge and understanding of the signs and symptoms that may indicate a child's welfare is at risk. They know how to take appropriate action should concerns arise about a child. The provider and staff team implement effective risk assessments and procedures to help minimise any risks and hazards to children's safety. Any accidents that occur are logged and these are reviewed and evaluated. Additionally, there are extra measures put in place to reduce the risk of further accidents occurring in specific areas. The provider has effective recruitment and vetting procedures in place. These help to ensure that all those who have access to children are safe and suitable. A thorough induction procedure helps new staff to quickly understand their role and responsibilities. The provider and staff team regularly seek the views of parents and children. They incorporate parental ideas into practice where they can.

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

Staff provide children with many opportunities to be creative and children are keen to express their ideas. For example, they decorate plant pots using a range of different materials. Staff support children well, for example, by providing them with further materials they need and offering them encouragement. Each child's pot is unique and they are proud to show staff what they have made. Children use skills they have learned at school, such as setting themselves sums to complete. At other times, they concentrate well colouring pictures and they engage in conversations about their favourite film characters. Staff find out from children what interests they have and provide them with opportunities to engage in activities based on these. For example, children show their knowledge about aircrafts as they make paper aeroplanes.

### Personal development, behaviour and welfare are good

Children learn how to develop healthy lifestyles, especially around being active. For example, they have daily opportunities to play outside and extend their physical skills, such as climbing and balancing on equipment in the school playground. Staff remind them to have regular drinks of water in order to stay hydrated. Children seek out their friends to play ball games, such as tennis. They show remarkable skills as they engage in friendly games. Staff provide a safe and secure environment for children. They offer one-to-one support for children with special educational needs. This enables all children to be fully included in all aspects of the playscheme. Staff ask children for their ideas on what rules and values they think should be in place. This helps them to behave well and learn to listen and respect each other. Parents state they are happy with the service offered at the playscheme and say their children settle very quickly and enjoy all the activities available to them.

## Setting details

<b>Unique reference number</b>	EY346119
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10112926
<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>	50
<b>Number of children on roll</b>	200
<b>Name of registered person</b>	Three Rivers District Council
<b>Registered person unique reference number</b>	RP905900
<b>Date of previous inspection</b>	11 April 2013
<b>Telephone number</b>	01923 776611

St Paul's Playscheme registered in 2007 and is managed by Three Rivers District Council Leisure Department. The playscheme employs 14 members of childcare staff. Of these, three hold appropriate qualifications at level 2 or above. The playscheme is open from Monday to Friday during some of the Easter and summer school holidays. Sessions are from 8.30am until 5pm.

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