

Inspection of Smeeth Play Club

SMEETH CP SCHOOL, Church Road, Ashford TN25 6RX

Inspection date:

29 November 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children greatly enjoy attending this stimulating setting. Staff take great care to ensure that children settle in quickly. For example, they allocate an older child to act as mentor and support for new children. Parents report that this supports their children to settle into both the setting and school, as they see their mentor throughout the school day. Children's behaviour is exemplary. They treat each other and the resources with respect. Staff have created an environment that feels purposeful and homely.

Children quickly engage in the activities on offer and are able to return to these over time. For instance they have spent several sessions creating a Christmas chain and discuss how it will be displayed when it is finished. Staff recognise that children sometimes need to rest after a day at school. They provide children with spaces to relax as well as resources that support children to play with favourite activities. Staff build strong relationships with the school that support a joint approach to the care of the children. Children demonstrate that they feel safe and happy as they chat and play with their friends and the attentive staff. Children develop confidence and a sense of responsibility as they help with tasks, such as clearing tables and supporting the younger children.

What does the early years setting do well and what does it need to do better?

- Leaders and managers are ambitious to provide the children in their care with the best possible experiences. The parent club plans and offers a comprehensive range of training designed to raise staff skills. For example, staff have trained in therapeutic play to support children's emotional well-being. Supervision provides staff with good opportunities to reflect on their practice and receive support to develop. They work together as a team to plan activities that utilise staff skills and expand the children's experiences. For example, a member of staff who is trained to teach yoga teaches sessions to the children.
- Children are involved in decisions about the club. For instance, they take turns to decide what to have for their snack. Staff use this as an opportunity to discuss healthy eating. They encourage children to balance the choice of a treat, such as jelly, with fresh fruit. Staff teach children good hygiene skills as they remind them to wash their hands before they eat the food in their lunch boxes, or have their snack.
- Older children are exceptionally skilled at developing cooperative games. For example, they use what they know about tournaments to develop a dominoes knock-out tournament. They agree the rules and wait patiently for their turn. They design a record-keeping format and resolve any disagreements calmly and without adult intervention. Younger children play tea parties with staff in the

home corner or cuddle up in front of a favourite film when they need quiet time.

- The headteacher of the on-site school says that she values the setting highly. Relationships between the school and the setting are very close. For instance, all of the staff work as support staff in the school. Children can build on learning from school during their time in the setting. For example, older children take their school tablets into the setting and further develop their skills, and staff help younger children build on what they know and can do by practising reading tricky words they have learned at school.
- Staff teach children to learn how to keep themselves safe. For instance, children confidently explain that they need to stay within sight of a member of staff in the outside area, and children using tablet computers explain that they can only use school programs because they are safe for them. Very occasionally, such as when serving snacks, staff miss opportunities to extend children's independence skills even further.
- Children have plentiful opportunities to develop their physical skills. They are encouraged to spend time outdoors every session where they climb, balance and play team games such as football.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a clear understanding of how to recognise the signs and symptoms that would cause them to be concerned about a child in their care. They are confident about how to record and report their concerns and are well supported by the parent organisation. Staff have regular safeguarding training and know what to look for should a child be exposed to radicalisation or grooming. Staff know how to report concerns, including about other members of staff. They are determined to protect the safety and well-being of children in their care.

Setting details

Unique reference number	EY475711
Local authority	Kent
Inspection number	10075794
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 to 11
Total number of places	24
Number of children on roll	56
Name of registered person	Smeeth Play Club
Registered person unique reference number	RP532536
Telephone number	07709 276375
Date of previous inspection	8 July 2016

Information about this early years setting

Smeeth Play Club registered in 2014. The club is based in a mobile classroom in the grounds of Smeeth Community Primary school. It is open from 3.15pm to 6pm on weekdays during term time and offers a holiday club during some of the school holidays. There are three staff employed to work with the children, two of whom hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- The provider gave the inspector a tour of the setting and explained the planning and organisation.
- The inspector observed the children throughout the inspection. She talked to children, parents and the staff at appropriate points throughout the inspection and took account of their views.
- The inspector held meetings separately with the manager and the nominated individual.
- The inspector considered a sample of the provider's documentation, including the safeguarding policy and recruitment records.
- The manager discussed how she works in partnership with staff, parents, children and external partners to evaluate the setting and identify areas for improvement.

We carried out this inspection 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.

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