

Inspection of Play And Learn Scheme

Long Lee Primary School, Cherry Tree Rise, Keighley, Yorkshire BD21 4RU

Inspection date: 5 October 2021

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and settled and have warm trusting relationships with staff and the management team. They approach staff confidently, chat and share their thoughts and ideas. Children take part in creative activities as they make items, such as binoculars, from recycled materials. Staff sit with the children and support their ideas and encourage persistence. They help children think through problems, such as how to make sure the glue holds materials together.

Children behave very well. They listen to one another, share and take turns. Staff promote children's well-being very effectively. They help children think about their emotions as they take part in 'active meditation'. For example, children focus on a colouring activity and then think about how this makes them feel. Children commented that they felt happy, calm and relaxed.

Partnerships with parents are strong. Staff share information about the children regularly through discussions and electronically. This promotes continuity of care. Due to the COVID-19 (coronavirus) pandemic, parents are not currently able to enter the premises. However, parents use a two-way radio to announce their arrival and staff then bring children to the door. Consequently, children are kept safe.

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

- Children develop their independence in managing their own needs very well. For example, they make their own sandwiches at teatime and make choices about the fillings and fruit they wish to eat. Staff promote healthy lifestyles. They talk with children about healthy food options and hygiene practices to promote children's health.
- Children learn how to stay safe. Staff help them risk assess certain activities so children can adjust their behaviour. For example, to prevent choking incidents, children are encouraged to think about what may happen if they move about when eating fruit.
- Staff get to know the children and their families well. They spend time listening to children and chatting about their experiences in school and outside of the setting. This helps children feel valued and supports their strong sense of belonging.
- Staff work very closely with the host school. They share information about children's interests and what they are learning to ensure continuity of care.
- Children take part in a good range of activities. Staff follow children's interests, however, most of the resources are stored in a cupboard where children cannot freely access them. This means that younger children, or those that have just

started at the club, are not aware of what is available, to enable them to make choices.

- Staff use fun ways to incorporate what children are learning in school into the activities. For example, children are given opportunities to write for a purpose, as they help staff make a shopping list of food they would like for snacks.
- Children have good opportunities to exercise and keep active, both indoors and outdoors. They enjoy team games, such as dodge ball and football. All children take part in the activities and have fun. Activities to help children stretch and be calm are also introduced to children, such as yoga.
- Staff are good role models. They offer plenty of praise and encouragement, which helps to reinforce children's good manners and respect for each other. For example, staff show their appreciation when children remember to say please and thank you in their interactions.
- The manager and staff benefit from regular supervision meetings. They reflect on their practice and identify ways to improve their skills and knowledge. Training is encouraged to enhance staffs' skills and knowledge, which is then used to benefit the children.
- Management provides suitable premises for children to be active in and they focus on table top activities. However, there are no suitable facilities where children can relax after a busy day at school.
- Management and staff effectively evaluate the service they provide and look for ways to improve. They seek the views of children and parents and incorporate their ideas into practice.
- Management has recently experienced some changes to their staff team due to unforeseen circumstances. However, they have effectively put procedures in place to remedy the situation, by taking on staff familiar to the children from the host school.

Safeguarding

The arrangements for safeguarding are effective.

The management team implements safer recruitment procedures to ensure that all staff are suitable to work with children. Appropriate policies and procedures are in place with regards to the use of mobile phones and cameras at the club. Effective risk assessments are in place to minimise risks to children. The manager completes mandatory safeguarding and designated person training. She ensures that staff have a clear understanding of safeguarding issues and how to respond to concerns about a child's welfare. Staff know how to identify when a child might be at risk. As a result, children are protected.

Setting details

Unique reference number	2550839
Local authority	Bradford
Inspection number	10204815
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 at time of inspection	4 to 8
Total number of places	10
Number of children on roll	27
Name of registered person	Play And Learn Scheme Community Interest Company
Registered person unique reference number	2550838
Telephone number	01535 603986
Date of previous inspection	Not applicable

Information about this early years setting

Play And Learn Scheme registered in 2019. The club employs five members of staff. All staff hold appropriate qualifications. The club opens Monday to Friday, term time only. Sessions are from 3pm until 5.30pm.

Information about this inspection

Inspector

Helene Terry

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the activities.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with the manager. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.
- The manager and the inspector completed a tour of the premises together.

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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