

Inspection of Go Beanies Play & Learn (The Palmer Academy)

The Palmer Academy, 70 Northumberland Avenue, Reading, Berkshire RG2 7PP

Inspection date:

11 November 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 sociable. Throughout the session, there is the sound of cheerful chatter and laughter. Children greet visitors with curiosity and talk about their experiences at the club. Staff support children to feel secure, such as by playing with them until they feel confident to explore independently. Children thoroughly enjoy creative activities, such as making paper poppies and friendship bracelets. They spend time planning what they will make and gathering the resources they need with the help of the staff. Children concentrate on their chosen tasks very well and show their creations to each other, visitors and the staff. Children are very confident and talk to the inspector about the club, saying they like coming to the club and that the staff look after them very well.

Older children are particularly kind in the club, sharing resources with younger children and encouraging them to join in their games. Children behave well and respect other children's views and opinions. For example, during free play time, children discuss and choose what they would like to play with. Children enjoy it when staff join in with their activities. For example, children eagerly enjoy watching a member of staff show them how to thread the wool to make the friendship bracelets.

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

- Staff provide children with a variety of healthy snacks and children have consistent access to fresh fruit and water. Mealtimes are a social occasion where children engage in conversation with their friends and the staff. Children choose from a range of toppings for their toast and they discuss that the fruit is good for them. However, at times, staff carry out tasks that children could do for themselves.
- Partnerships with parents are good. The play leader talks with parents at collection times to share information about their child's time at the club. Parents feel that they and their children have good relationships with staff. Although the play leader and staff discuss children's day with the class teacher when collecting, partnership with the host school is not as effective as it could be. For example, staff at the club are not fully aware of strategies being used in the school for children's behaviour management, to include them into the children's time at the club.
- Children are enthusiastic and motivated learners. Staff differentiate activities to challenge children. For instance, younger children colour and draw freely, older children colour in poppy pictures and cut out intricate shapes. Staff discuss the meaning of the poppies and children know they are to remember those who fought in the war. Children also learn that purple poppies are to remember the

animals who died in the war, such as horses, donkeys and pigeons. Children show interest as they ask what pigeons did. They find it amusing that they were used to carry messages.

- Due the COVID-19 pandemic, parents are not allowed to enter the setting. However, they are kept fully informed of any accidents or incidents that occur and the varied activities provided. Children are aware of the health and hygiene rules, as they remind each other to wash and sanitise their hands before they eat when entering the club.
- Staff access regular training to support them to develop their skills and knowledge. For example, specific training has enabled staff to deliver yoga sessions to support children's well-being and develop their understanding of how to support young children's speech and language.
- In the lighter evenings, children have opportunities to access the outdoors to support their physical development and give them time to run around. They have access to play football and enjoy large-scale equipment to climb and learn to balance. In addition, children access the large sports hall to play group games. They enjoy playing physical games, such as 'duck, duck, goose' and tag games.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a good understanding of their responsibilities around safeguarding. Staff attend relevant training, and know the action to take if they have a concern about a child's welfare. They have a good knowledge of wider safeguarding issues and what to do should they have a concern about a colleague. The premises are secure, and only known adults can collect children. Staff carry out effective risk assessments of the premises. Children are always supervised to make sure they are kept safe. The provider ensures that staff maintain their statutory training, such as paediatric first aid and child protection. The provider has robust recruitment procedures in place. This helps to ensure that staff are suitable to work with children. Thorough induction and supervision processes enable staff to gain a good understanding of safeguarding procedures and health and safety policies.

Setting details

Unique reference number	2516018
Local authority	Reading
Inspection number	10194517
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 11
Total number of places	30
Number of children on roll	30
Name of registered person	Go Beanies Limited
Registered person unique reference number	RP900601
Telephone number	01189962678
Date of previous inspection	Not applicable

Information about this early years setting

Go Beanies Play & Learn (The Palmer Academy) registered in 2019. The provider offers before- and after-school care, term time only from 7.45 to 8.45 and from 3.15 to 5.45 pm Monday to Friday. The provider employs three regular members of staff.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 play leader and inspector completed a learning walk together and the provider explained what activities are on offer for children.
- Children talked to the inspector at various times throughout the inspection and she took account of their views.
- Discussions were held between the inspector and parents and she took account of their views.
- The inspector spoke to staff and the provider. She checked the staff's understanding of safeguarding issues and looked at a sample of relevant documentation, such as evidence of staff's suitability and qualifications.
- The inspector held discussions with the provider about his leadership and management. They discussed several aspects, including the process of self-evaluation, plans for continual improvement and staff supervision.

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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