

Inspection of Langtonout!

Langton Green Cp School, Lampington Row, Langton Green, Tunbridge Wells, Kent
TN3 0JG

Inspection date:

22 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 eager and enthusiastic when they arrive at the after-school club. They are excited to be with their friends and play well together with the range of activities on offer. Children show high levels of respect for the staff. They listen carefully to staff and respond positively to their requests and instructions. For example, children clear away toys before getting ready to play outside. There is an effective key-person system in place for younger children, which supports their emotional well-being. Children demonstrate that they feel safe and secure and are developing positive relationships with staff.

Children have good levels of independence. They attend to their own personal needs, such as taking themselves to the toilet. The manager and staff work closely with the school and use the same strategies, such as clapping their hands to get children's attention. This ensures consistency and continuity for the children regarding boundaries and the high expectations of behaviour. As a result, children are very well behaved. Children demonstrate high levels of confidence with each other and adults. For example, they tell visitors about the daily routines and how much they enjoy the after-school club.

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

- The manager supports staff well. She provides them with professional development opportunities and ensures they complete required training, such as safeguarding. The manager has processes in place, such as supervision, to monitor their well-being. There are robust recruitment and induction processes in place that assure the suitability of adults to work with children. Staff fully understand their role in keeping children safe.
- Effective settling-in processes help to ensure children feel safe and secure. When children start at the setting, the manager gathers a range of information from parents about children's likes, dislikes and routines. This helps staff to plan activities that interest children from the outset. Children have strong bonds with staff.
- As a result of the COVID-19 pandemic, parents do not enter the setting. The manager keeps them up to date with what is happening at the club using social media and email. Staff make time to share information at the school gate when parents come to pick up their children. Parents report that their children are very happy at the club and the manager is very flexible with the days she offers.
- Children of all ages play well together, sharing resources and taking turns. Younger children laugh and giggle as their older peers chase and burst the bubbles they have blown. Staff observe children closely and encourage them to regulate their own feelings and behaviours. They talk to children about the

impact their behaviour has on others. As a result, children have positive and respectful relationships with their peers and enjoy being together. Children are well mannered and very polite saying 'please' and 'thank you' as they are offered snacks.

- Staff provide ample opportunities to promote children's good health. They provide nutritious snacks and children benefit from fresh air when they play outside daily. Children develop their imaginations and physical skills as they build a den in the outside area.
- The manager is very well organised. She has a robust set of policies and procedures in place that ensures the smooth running of the setting. The manager maintains the required documentation, which is readily available for parents. She reviews and audits the documents regularly to help her identify any patterns that might indicate any potential hazards or risks to children. For example, the length of time children play outside is less as it now becomes dark earlier.
- The manager evaluates her service well. She regularly seeks the views of parents and children to help her identify any areas for improvement. The manager uses the information gathered to plan a range of exciting activities to ensure they follow the interests of the children. For example, as younger children say they enjoy 'making things', there are lots of creative activities available to them.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and updates about child protection and safeguarding issues. They understand how to identify the signs that a child may be at risk of abuse or neglect. Staff demonstrate a good knowledge of the processes to follow if they have concerns about children's welfare. There are robust recruitment processes in place to assure the suitability of adults working with children. Staff make effective use of risk assessment to provide children with a safe and secure environment to play, indoors and outside.

Setting details

Unique reference number	EY563660
Local authority	Kent
Inspection number	10194372
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	50
Number of children on roll	87
Name of registered person	Langtonout Limited
Registered person unique reference number	RP563659
Telephone number	07470180651
Date of previous inspection	Not applicable

Information about this early years setting

Langtonout! registered in 2018. It is located on the site of Langton Green Primary School, Tunbridge Wells in Kent. The breakfast and after-school club employs four staff. Of these, one has a relevant early years qualification and two are qualified teaching assistants. The club opens from 7.30am to 8.45am and 3pm to 6pm Monday to Thursday and 7.30am to 8.45am on Fridays, during term times.

Information about this inspection

Inspector

Michaela Borland

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 her evaluation of the provider.
- Children spoke to the inspector about what they enjoy doing while at the after-school club.
- The inspector held discussions with parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.
- Staff held discussions with the inspector at appropriate times during the inspection.

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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