

# Inspection of St Peter's School Wraparound

Aylesford St. Peters C of E Primary School, Mount Pleasant, AYLESFORD, Kent  
ME20 7BE

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Inspection date:

1 December 2021

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children arrive at the after-school club happy, enthusiastic, and eager to start playing with their friends. They demonstrate their high levels of independence when they make their own choices in their play. The well-organised and safe environment provides children with spaces to be active and play. Furthermore, children enjoy the areas to relax and read. For example, younger children sit in beanbags to read their favourite books. Children learn about diversity and the wider world. They celebrate festivals from around the world to help them understand people who are different from themselves.

Children are very respectful of the staff and are well mannered. For example, children who want to ask a question, start their sentence by saying 'excuse me' when an adult is already talking. Additionally, at mealtimes, they say 'please' and 'thank you' without prompting. Children behave exceptionally well. They know the rules and behaviour expected of them. Staff ensure they use the same rules as the school, which ensures consistency for children. Children know the routines well, listen to staff and respond promptly to requests from adults. For instance, they voluntarily clear away their dirty dishes after they have finished eating.

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

- Staff provide an inviting and familiar environment for children to learn and play. There is a good range of resources available that cater for all age groups. Staff plan activities that are fully inclusive. This encourages children to play together, including children with special educational needs. For example, children from a range of ages make Christmas pictures together, using a variety of art and craft materials. This demonstrates their excellent social skills.
- The effective key-person system helps children feel safe secure, particularly younger children. Staff support children with transitions well. For example, before children start at the setting, leaders introduce themselves when they visit children in their classrooms. This positively supports children's emotional well-being.
- Staff supervise children well and observe if they need support and/or reassurance, particularly, new and younger children. Children receive plenty of praise and encouragement and demonstrate high levels of confidence. They confidently talk to visitors, describing their favourite things to do at the club.
- Parent partnerships are good. They feel fully informed about their child's time at the setting. Parents comment positively about their children's experiences at the after-school club. They comment, 'staff go above and beyond to make children happy' and that they 'get fantastic feedback'.
- Children are involved in day-to-day decisions about the running of the after-

school club. Leaders listen to their ideas and respect their input, which enhances their self-esteem and makes them feel valued. For example, when the after-school club leader received a budget for resources, she asked children what they would like to spend the money on. Staff encourage children to choose which resources and activities they would like to play with. This helps to prepare children for life in modern Britain.

- Leaders support staff effectively through a range of activities that include regular supervision and observation of practice. This helps to promote their well-being. Leaders encourage staff to complete training to help develop their skills. Senior leaders implement robust recruitment processes to ensure all staff working with children are suitable. There is a good range of policies and procedures in place, such as risk assessments to ensure the safety of children.
- Staff are good role models for children. They treat children with high levels of respect. Staff have consistently high expectations of children. They teach children how their behaviour affects others. Staff know the children in their care well, which helps to ensure they meet children's individual needs.
- Children learn how to keep themselves healthy. Staff provide a nutritious hot meal after school, which children thoroughly enjoy. Staff regularly ask children to suggest what meals to include in the menu plan. Children have daily opportunities to play outside and benefit from fresh air and exercise. They attend to their own personal needs, such as washing their hands before eating.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Staff complete training regularly to ensure their knowledge of child protection and safeguarding is up to date. They confidently recognise the signs and symptoms of abuse and neglect. Staff know the processes to follow if they are concerned about children's safety. Safeguarding matters are discussed during staff supervisions. There are robust recruitment processes in place that assure adults are suitable to work with children. Staff supervise children effectively and make good use of opportunities to teach children how to keep themselves safe.

## Setting details

<b>Unique reference number</b>	EY386718
<b>Local authority</b>	Kent
<b>Inspection number</b>	10198255
<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 at time of inspection</b>	4 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	St Peter's School Wraparound Limited
<b>Registered person unique reference number</b>	RP907106
<b>Telephone number</b>	01622717335
<b>Date of previous inspection</b>	20 January 2015

## Information about this early years setting

St Peters School Wraparound Ltd registered in 2008 and is located on the site of St Peters C of E Primary School, in Ayelsford, Kent. It provides before- and after-school care for the children attending the school. Operating hours are 7.30am to 8.30am and 3pm to 6pm, Monday to Friday, during term time.

## Information about this inspection

### Inspector

Michaela Borland

## Inspection activities

- This was the first routine inspection the setting 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.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- A learning walk was conducted with the manager to discuss the curriculum intent and this is organised.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The manager and inspector completed a joint evaluation of an activity.

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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