

# Inspection of The Wright Education Limited At Maryland Primary School/children Centre

Maryland Primary School, Gurney Road, London, Essex E15 1SL

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Inspection date: 19 November 2021

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

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

### **This provision meets requirements**

Children thoroughly enjoy their time at the club. They are welcomed by cheerful and motivated staff. The dedicated and knowledgeable manager ensures that the club is well organised and engaging. The warm and caring atmosphere enables children to feel relaxed, comfortable and secure. Children know what is expected from them and happily adhere to the rules and boundaries of the club. This is reflected in their very good behaviour. They readily greet visitors and talk about their experiences at the club and at home. For example, many children introduce themselves to the inspector and keenly share information about their day at school.

Children have good communication skills. They chatter to their friends as they play and eat together. Children confidently ask staff for help when they need it. They regularly seek them out to join in their games, which staff do with great enthusiasm. They explore their surroundings with confidence and engage in enjoyable and exciting activities with their friends. For example, children show great excitement when using the large trampoline in the playground.

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

- The manager supports her staff team well. She meets with all staff regularly to plan activities and reflect on their practice. Staff comment that they enjoy working at the club and feel supported. Staff morale is good. Staff benefit from ongoing professional development opportunities to improve their knowledge and skills. All staff have recently completed safeguarding training and receive regular updates about other relevant courses.
- Children are considerate of their peers and follow rules and instructions with ease. They are happy to help. For instance, they take great pride in serving food to their friends at snack time.
- Staff know the children well and genuinely enjoy spending time with them. Staff communicate with children constantly. They have meaningful conversations with them from the moment they arrive at the setting. This contributes to children having strong bonds with the staff and feeling secure in their environment.
- Parents speak highly of the setting and the care that is provided. They mention that their children 'are reluctant to leave' at collection time and have grown in confidence since attending. Communication with parents is strong.
- Staff know the children well. They plan activities and experiences that meet every child's individual needs and interests. For example, when children wanted to have running races during outside play, staff quickly incorporated numbers and counting into this physical activity to support younger children who are learning numbers one to 20.
- Children demonstrate high levels of confidence in the setting. They arrive with a

positive attitude, ready to start their afternoon. Staff create a nurturing and friendly environment, which helps children to be kind and caring towards each other. Children happily engage with their friends and staff from the moment they arrive until they leave.

- The setting supports the children's families well. For example, staff have homework sessions with the children to enable children to have more free time with their families at the weekend.
- Information-sharing between school teachers and the setting is effortless. Strong links with the children's on-site school means that staff are knowledgeable about what activities the children have been doing during the day. They link this to the planning of activities for the club.
- Snack time is a time when all the children and staff come together to eat healthy and nutritious food. Children laugh and talk happily with staff and their peers. This helps to create the family atmosphere that is felt at the club.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand the necessary steps to take should they have concerns for the safety of a child in their care. The manager, who is the designated safeguarding lead, fully recognises her responsibilities. Staff complete regular training to strengthen their safeguarding knowledge. The manager implements robust recruitment and vetting procedures. This helps to ensure that staff are suitable to work with the children. A thorough induction process ensures that new staff are aware of their role within the club.

## Setting details

<b>Unique reference number</b>	2496396
<b>Local authority</b>	Newham
<b>Inspection number</b>	10191193
<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>	3 to 10
<b>Total number of places</b>	28
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	The Wright Education Limited
<b>Registered person unique reference number</b>	RP911038
<b>Telephone number</b>	07806679904
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Wright Education Limited At Maryland Primary School/children Centre registered in 2018. The setting operates within the site of Maryland Primary School, in the London Borough of Newham. The setting provides term-time and holiday care for children aged three to 11 years. It operates Monday to Friday from 7.30am to 9am and 3pm to 6pm during term time. It also operates during most school holidays from 7.30am to 6pm. The setting currently employs four members of staff, including the manager.

## Information about this inspection

### Inspector

Laura Rathbone

## 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.
- The inspector looked at a sample of relevant documents, including staff's qualifications, training certificates and evidence relating to staff's suitability.
- The manager showed the inspector around the club and explained how the play environment is organised.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector took account of the views of parents through verbal and written feedback.

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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