

Inspection of Play Aloud Pirton

Pirton Village Hall, High Street, Pirton, Hitchin, Hertfordshire SG5 3PS

Inspection date:

9 February 2022

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

The knowledgeable staff ensure the setting is welcoming and well organised. Staff follow children's interests and allow them to contribute to the planning of activities. Children explain how they talk to the staff if there is something they would like to do in the future and the different choices they make. This helps children to confidently share their opinions. A wide variety of resources allows children to choose between creative activities, that help to develop their large physical skills, and quieter activities to relax.

The enthusiastic nature of the staff helps children to be excited to come to the setting. Children are happy to come out of school and eagerly talk about what they are going to do. The children have good relationships with the staff. Younger children enjoy telling staff all about their day. For example, children explain how they got so messy at pre-school. They laugh together about what had happened. This helps children to develop their conversational skills. Children quickly become engaged in activities of their choosing. Children participate in physical play, such as ring games and ball skills, giving them an opportunity to run around. There are opportunities for children to complete homework and practise the skills they have learned at school.

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

- Children have ample opportunities to use their imaginations. They make dog cages with the large cardboard boxes and build houses with bricks. Children use scissors to create a selection of animal masks to wear. They proudly show off their work to staff members and can choose whether to display it or take it home.
- Children are confident and self-assured. Staff recognise children's achievements. For example, after creating a puzzle, children are praised for their efforts. Staff take time to rebuild the puzzle with other children, skilfully adapting the activity for younger children.
- Staff share information effectively between school, pre-school and parents. Communication books are used for the younger children and staff talk to parents and the school teachers daily. This helps to provide continuity of care for children.
- Parents are very complimentary about the setting. They praise the staff's approachable nature. They say their children feel 'safe, understood and valued' which allows them to be confident in the care their children receive. Parents talk about how well the staff work with them to overcome issues their children may face. For example, they support children with worries about the school dinners.

- Staff offer children a home-cooked meal. Staff are very knowledgeable of children's allergies and adapt the menu to ensure their individual dietary needs are met. Children help plan the dinners and regularly talk about what they like and dislike about certain meals.
- Children's behaviour is exemplary and staff regularly praise them for their behaviour. Golden rules for the setting are created by children. Children of all ages mix well with each other. For example, older children happily support younger ones and help them if needed.
- Children have a real sense of belonging to the setting. Staff work hard to create a strong community feeling. They are dedicated to providing a homely and safe space for children. Children demonstrate secure links with staff as they share concerns or worries they may have with them.
- The manager has a clear vision for providing a high-quality setting for the children to attend. She regularly meets with staff to consider training that will enhance their practice. Staff feel very supported by the manager. They talk daily about the activities the children have enjoyed and evaluate how they could be improved further. The manager is very aware of the local community and uses this knowledge to ensure the setting accommodates all children.

Safeguarding

The arrangements for safeguarding are effective.

All staff at the setting keep their safeguarding training up to date. They are confident of how to report any concerns they may have. Staff discuss internet safety with children regularly, and information sheets are available around the setting for children to look at independently. Through effective staff supervisions the manager ensures the ongoing suitability of all staff. Staff implement effective risk assessments when visitors are in the building to help keep children safe.

Setting details

Unique reference number	EY424905
Local authority	Hertfordshire
Inspection number	10127363
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	2 to 9
Total number of places	50
Number of children on roll	22
Name of registered person	Play Aloud Ltd
Registered person unique reference number	RP545792
Telephone number	07985517911
Date of previous inspection	26 November 2015

Information about this early years setting

Play Aloud registered in 2011. It operates from Pirton Village Hall and is privately owned. The club employs three members of childcare staff. Of these, two hold an appropriate childcare qualification at level 3 or above. The club opens from 7.30am until 9am, and from 3pm until 6.30pm, Monday to Friday, during term time. During school holidays, sessions are available from 7.30am until 6.30pm, Monday to Thursday.

Information about this inspection

Inspector

Lisa Smith

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 the evaluations of the provider.
- The inspector observed the quality of education being provided indoors and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at reviews and spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability of the staff.
- The inspector spoke to children to gain their views and opinions of the setting.

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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