

# Inspection of Play2gether

Hartley Primary Academy, Round Ash Way, Hartley, Longfield, Kent DA3 8BT

---

Inspection date: 4 March 2022

**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 to arrive at the club and they are confident, happy and settled. Children excitedly join in with the challenging and motivating play experiences that staff carefully plan for them. For example, they use a wide range of materials to create their own unique outfits as they become 'fashion designers'. Children work together to make a large boat. They go on to explore whether their structures will float. Children have a positive attitude towards their play and are confident to communicate their ideas and try them out. For instance, they suggest making smaller boats to have boat races.

Children recap the club rules daily and add to them if they wish too. Therefore, they are polite and behave well. Children take pride in their achievements and are eager to be awarded with a 'praise prize'. These prizes are awarded to children to recognise their positive contributions to the club. This includes being kind and thoughtful. Children have a secure understanding about the importance of healthy lifestyles. For example, they enjoy dentist role play and talk about how to keep their teeth clean and gums healthy. Children enjoy a wide variety of physical play opportunities. Children follow rules and instructions and enjoy team games, such as chess, football and air hockey.

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

- All staff establish secure and trusting relationships with children. They get to know their individual personalities well, including their likes and dislikes. This helps staff plan play experiences that they know will motivate children to join in. Children confidently take ownership of the club and have positive levels of self-esteem and well-being. They thoroughly enjoy the company of staff. For example, children are excited to challenge them to a game of table tennis.
- Parents speak highly of the manager, staff and club. All staff build and maintain positive relationships with parents and keep them fully involved and informed. For example, they send photos to parents sharing any moments that children are proud of achieving. Staff communicate with parents at the end of each day about what their children have enjoyed doing, this includes at the club and at school. For instance, they pass on any information shared from teachers.
- The manager and staff effectively evaluate their practice together as a team. At the end of each day, they discuss how well they feel children enjoyed their experiences at the club. Staff ask children what they think could be done better and talk about what they can do next time. They use the findings to support their future practice and activity plans. Staff encourage children to write down their ideas and suggestions on the plans about what they would like to do. This helps children feel valued and listened too.

- The manager closely monitors the quality of care and play opportunities staff provide children. She regularly observes staff as they interact with them. In addition to this, staff observe each other as they interact and play with children. They provide each other with helpful feedback to support their future performance. The manager and staff are dedicated to continue to enhance their practice. For example, they discuss that they wish to build on children's daily opportunities to manage their feelings, thoughts and emotions even further.
- All staff, including the manager, established positive partnerships with the teachers at the school that children attend. Staff successfully provide children with a positive and consistent link between the school and club. They provide similar activities and experiences to those they enjoy at school, such as learning about planets and outer space.
- All staff attend regular and beneficial training. For instance, they have recently learned about how to effectively engage boys in play. Staff used the knowledge they gained from this training to implement positive changes to the club. As a result, boys now challenge stereotypes with confidence.
- Staff support children to develop high levels of knowledge and understanding of other peoples' similarities and differences outside of their own communities and experiences. This includes, religious beliefs, traditions and festivals celebrated from around the world. For instance, children enjoy making a traditional Indian smoothie as they learn about Diwali.

## Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have a secure and confident knowledge and understanding of the safeguarding and child protection policies. They know who to contact to seek advice and how to raise and follow up any potential concerns. All staff keep their safeguarding knowledge up to date. For example, they attend regular training. Staff discuss safeguarding in regular team meetings. They complete thorough risk assessments to help keep everyone at the club safe. This includes minimising the risk of COVID-19. For example, there are thorough hygiene procedures in place. Children learn how to keep themselves and others safe. For instance, they are confident to highlight any potential risks, such as slip or trip hazards.

## Setting details

<b>Unique reference number</b>	2509319
<b>Local authority</b>	Kent
<b>Inspection number</b>	10214972
<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>	60
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Play2gether Limited
<b>Registered person unique reference number</b>	2509318
<b>Telephone number</b>	07772428404
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Play2gether registered in 2019. It is an out-of-school provision located in the grounds of Hartley Primary Academy, Longfield in Kent. The setting is open Monday to Thursday from 3.15pm to 6pm and Friday from 3.15pm until 5.30pm, term time only. The setting employs six members of staff. One of whom holds a relevant level 3 play work qualification.

## Information about this inspection

### Inspector

Kelly Hawkins

## 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 inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the play opportunities they provide children.
- The inspector viewed the indoor and outdoor environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- At convenient times during the inspection the inspector spoke to the manager, staff, children and parents and considered their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022