

# Inspection of Smileyark Kids Mayplace

Mayplace Primary School, Woodside Road, Bexleyheath, Kent DA7 6EQ

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Inspection date: 16 March 2022

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

**This inspection**

**Met**

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Previous inspection

Met

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

### **This provision meets requirements**

Children have a good time at this welcoming club. Those who are new to the club very quickly settle into the club routines. They enjoy spending time with a wider group of friends. Children's individual needs are met well, and they are supervised effectively, overall. Children show that they are confident to manage their personal care needs. They have good opportunities to make choices about what to do. Children show that they are considerate and respectful to others. They have fun as they join group games and creative activities. Children listen and follow instructions, such as when they participate in group activities outdoors.

Children build on the skills that they learn at school in fun ways. They further develop their literacy and mathematical skills, for example, as they use electronic toys. Children are encouraged to complete challenging tasks and celebrate their achievements with their friends and staff. Younger children play well alongside their older friends. They have opportunities to use their imaginations and read independently. Children enjoy and engage with the activities that staff plan for them.

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

- Leaders and staff know the children well. They use information gathered from children's parents and school staff effectively to plan activities that children enjoy. This also helps to promote good levels of consistency and continuity for children.
- Staff plan activities that help children to further develop existing skills. For example, during Superhero Week children concentrate as they colour in and create pictures of favourite superheroes. Children practise pen control and writing skills as they put their names on artwork.
- Staff provide children with clear explanations about managing their own safety. Children show that they understand the expectations of staff. For example, children play within chalked boundary lines as they play in the playground. Children are less closely supervised as staff prepare snacks. Despite this, children continue to behave well and manage their own play.
- Staff encourage children to express themselves. Children are confident to ask for resources and know that their ideas are valued. For example, children discuss how to use the scooters that they skilfully cut out of magazines. They speak about their artwork and show that they are proud of their creations.
- Children have fun using their imaginations. They concentrate for long periods as they play with cars, a garage and dolls' houses. Children carefully construct buildings using interlocking bricks and have opportunities to dress up or role play. Some children have fewer opportunities to use activities and resources that

reflect their languages, backgrounds, or traditions.

- Children become increasingly assured about their abilities, such as when climbing on larger equipment. Children practise important skills, such as when they take part in talent show productions. This helps them to collaborate and be more self-assured and confident, as they perform in front of others.
- The provider supports staff effectively. Staff are clear about their roles and responsibilities. They complete training to strengthen their knowledge and professional practice. Staff receive support to gain recognised qualifications. The provider maintains regular communication with school leaders and teaching staff as part of the continuous development of the club.
- Parents appreciate the consistent and friendly staff and the way that they share information. They value the opportunities for their children to socialise. Children enjoy the snacks that are offered and say that they have fun playing at the club.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge. They are confident to recognise potential risks to children's welfare, including exposure to extreme views or ideas, unsafe technology, or alcohol misuse. Staff understand the procedures to follow if they think a child is at risk of abuse or harm. They are clear about how to respond if they have concern about the behaviour of a colleague or school staff. Leaders and staff share information appropriately to help keep children and families safe. Staff show that they implement procedures such as collection of children and risk assessments effectively. They maintain accurate records of children's attendance.

## Setting details

<b>Unique reference number</b>	EY295157
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10104435
<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 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Ikpefuran, Susan Olusola
<b>Registered person unique reference number</b>	RP514526
<b>Telephone number</b>	07956263531
<b>Date of previous inspection</b>	7 October 2015

## Information about this early years setting

Smileyark Kids Mayplace after-school club registered in 2005. It operates from the grounds of Mayplace Primary School, Bexleyheath in the London Borough of Bexley. The club opens from 3.15pm to 6pm Monday to Friday, during school term times. There are two members of staff, both of whom hold recognised childcare qualifications. The manager holds a qualification at level 3.

## Information about this inspection

### Inspector

Kareen Jacobs

## Inspection activities

- This was the first routine inspection the club 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 setting.
- The provider showed the inspector around the club and explained how staff support children's enjoyment and help them to develop.
- The inspector observed the quality of interactions between the staff and children, and assessed the impact of these on children's engagement.
- The inspector spoke with staff, children and parents during the inspection.
- The provider met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff, the club's policies and evidence of staff professional development.

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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