

Inspection of Stay 'n' Play

Bywell C of E Junior School, Bendigo Road, DEWSBURY, West Yorkshire WF12 7LX

Inspection date: 18 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Met

What is it like to attend this early years setting?

The provision is good

Staff greet children and parents warmly on arrival. The key-person system is effective. Staff gain information from parents about children's care and learning needs when they start at the setting. They work with parents on changes to routines, to support their children's well-being. For example, some children have had no social contact with other children, due to the COVID-19 pandemic. They are given sensitive support to develop trust, relationships with other children and friendships. Children are well behaved and learn to share and take turns. For instance, when making pizzas, they cooperate with their friends as they share a variety of healthy toppings. They discuss their favourite type of pizzas as they measure and stir their ingredients. Staff praise children regularly throughout the day. This supports children's confidence and self-esteem.

Children are independent throughout the day. They can choose when to go out into the garden. Children put on their coats by themselves and talk about whether they need to wear their hats. Older children use the bathroom independently and understand the importance of good handwashing. Children learn about the importance of physical activity. They participate in vigorous physical activities, including playing with balls and dancing.

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

- Staff have a good understanding of how children learn. They make regular observations to identify realistic next steps in children's learning. This supports their progress across the seven areas of learning. Consequently, all children, including those children with special education needs and/or disabilities (SEND), make strong progress from their starting points. However, on occasions, some staff overly direct children's play. This reduces opportunities for them to lead their own learning and explore, test and try out their own ideas.
- Children enthusiastically engage in a range of planned learning experiences. They are busy and keen learners. However, on occasion, staff disrupt learning with changes in the routines. This means children cannot always become deeply involved and engaged in their learning.
- Staff include specific language in activities to promote children's understanding of early mathematical concepts. For instance, when cutting the fruit at snack time, staff talk about 'whole, half' and 'quarters'. They encourage the children to count the pieces. During a dough activity, staff encourage children to identify big and small cutters.
- Children receive clear support to develop their communication and language skills. Staff caring for all age groups take opportunities to share books and read stories to children. They use props to bring stories to life and keep children interested. Staff encourage discussion by inviting the children's views about

what is happening in stories.

- Children help to care for caterpillars and tadpoles. This teaches them about life cycles and caring for living creatures. There is an allotment and planting area in the garden which teaches children about where food comes from. Children describe how seeds grow in the garden and that they need water and sunshine to grow.
- Staff have established partnerships with parents and other professionals involved with children. When professionals are involved, staff share relevant information and take on board advice and guidance. Staff support children's learning at home. They send home recipes and home activities boxes to support their continued development. The management team makes good use of additional funding to ensure children meet their planned targets and make good progress. For example, staff provide one to-one support for children with SEND.
- The manager is committed to developing staff practice. She conducts regular staff supervision meetings. Staff participate in a wide range of training opportunities to further broaden their knowledge and skills. The team praises the manager for her dedication to the children and for developing the nursery. They also value the emphasis she placed on staff's well-being, particularly during the pandemic.
- The manager has a clear vision for the setting. Self-evaluation is effective and identifies clear intentions for the future. Staff regularly seek out and place high value on children's views and opinions. Older children discuss menu changes, environmental organisation, trips and resource purchases. Parents are complimentary about the staff. They feel very well supported and comment positively about their happy children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound knowledge of the possible indicators of abuse. They know how to make a referral to the relevant agencies in the event of a concern about a child's welfare. Staff understand how to identify and respond to concerns relating to children at possible risk of radicalisation and extremist behaviours. Children are supervised well, indoors and outside. Staff assess risks regularly to identify and remove any potential hazards to children. Adult-to-child ratios are maintained as required. Children learn how to keep themselves safe, such as managing to use the step to the outside area.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enable children to lead their own play and to incorporate more of their own ideas into adult-led activities

- monitor and review routines of the day, so that children have fewer interruptions and become more engaged in their play and learning.

Setting details

Unique reference number	EY446527
Local authority	Kirklees
Inspection number	10143288
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	26
Number of children on roll	66
Name of registered person	Stay 'N' Play Ltd
Registered person unique reference number	RP531599
Telephone number	07512006291
Date of previous inspection	1 September 2015

Information about this early years setting

Stay 'n' Play registered in 2012. The setting employs eight members of staff. Of these, one is qualified to level 6 and six hold childcare qualifications at level 2 and above. The pre-school opens Monday to Friday, during term time only, from 9.15am to 12.15pm. It provides funded early education for two- and three-year-old children. It also provides care for school-aged children before and after school, and during the school holidays. Opening hours are from 7.30am to 9am, from 3pm to 6pm, and from 8am to 6pm during school holidays.

Information about this inspection

Inspector
Julie Dent

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 setting and has taken that into account in their evaluation of the setting.
- The inspector and the provider completed a learning walk and discussed how the curriculum is organised.
- The provider and the inspector completed a joint observation.
- The inspector spoke to parents to get their views about the setting.
- The inspector held discussions with staff and managers at appropriate times throughout the inspection.

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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