

Inspection of Allstar Community Academy - Lawford Mead

Lawford Mead Primary School, Trent Road, Chelmsford, Essex CM1 2JH

Inspection date:

10 June 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 collected from school by staff. They greet others warmly when they arrive at their base room. Children are happy, safe and comfortable in the environment. They show great interest in the toys and activities provided. Children respond well to visiting adults and are happy to talk about what they are doing and what they like to play with. For example, they enjoy playing football and building models using small bricks.

Children have lots of fun taking part in outdoor activities. They are excited to use large play equipment, helping them to develop and refine their skills. Children are keen to have a go and show good levels of concentration and focus. They tentatively step from one moving piece of equipment onto another, demonstrating their growing balancing skills. When they successfully make it to the other side, children show great pride in their achievement. Children enjoy plenty of praise from staff and are very pleased to receive this positive attention.

Children are very well behaved. They make friends easily and show that they are independent. They choose what they would like to do next and move freely between the indoor and outdoor environments.

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

- The provider has a clear vision for the service she provides and is keen to provide good quality care for children. She supports her staff and values the individual skills they bring. The provider places high importance on their well-being and holds regular individual and team meetings to support this. Staff are provided with updates and are also invited to share their own views and ideas.
- Information is gathered from parents prior to children starting. This is given to staff who demonstrate a good understanding about the needs and backgrounds of each child in their care. Staff take the time to make certain children are provided with activities they enjoy. They are always on hand to provide support to children if needed.
- Children have fun playing with dough. They problem solve when they realise the small plastic roller they are using is not strong enough to flatten the dough. Children find a large wooden rolling pin and, showing great perseverance, roll it backwards and forwards until the dough is flattened to their satisfaction. Children are confident to correct adults who think they have made a 'duck', telling them it is a 'gosling'.
- Children take part in a wide range of interesting conversations with their peers and staff. For example, they talk about their families and what they did at school today. Staff provide gentle reminders to help support children's understanding of

how to keep safe. For instance, they explain that they are responsible for putting away activities, such as building bricks, when they have finished playing with them.

- Staff have high expectations of children's behaviour. They intervene, when needed, in disputes between children in order to sensitively help them to resolve any issues. For example, children are encouraged to successfully think things through and talk to each other. Children are well behaved. They listen to staff and follow instructions very well. When children say please and thank you they are praised for their 'good manners'.
- Parents comment that their children are 'excited to come here' and 'they have made good friends'. Parents talk about the 'fantastic job' staff are doing and that they 'show interest in the children'. Parents say they find staff 'approachable, warm' and 'very friendly'.
- Risk assessments are completed in all areas used by the children and staff carry out daily safety checks. This helps to ensure the safety of children at all times.
- All staff working with children are subject to required checks. This helps the provider to ensure they are safe to be around children. The provider ensures that all required documentation is in place, which further helps to promote the safe and efficient running of the service.

Safeguarding

The arrangements for safeguarding are effective.

All staff are required to undertake safeguarding training. Their knowledge is regularly monitored, and updates are provided through discussion and as part of staff meetings. This supports staff to recognise when a child could be at risk of harm. There is a designated safeguarding lead who is able to offer advice and support when needed. The provider and her staff show a clear understanding of wider safeguarding issues, such as signs that children could be forming extreme opinions and ideas. There are secure systems in place for the arrival and collection of children.

Setting details

Unique reference number	2542199
Local authority	Essex
Inspection number	10215384
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	30
Number of children on roll	49
Name of registered person	The Allstar Community Academy Ltd
Registered person unique reference number	RP905839
Telephone number	01245 767938
Date of previous inspection	Not applicable

Information about this early years setting

Allstar Community Academy - Lawford Mead registered in August 2019 and is situated in Lawford Mead Primary School, Chelmsford. The setting employs two members of childcare staff, one of whom has an early years qualification at level 5. The setting opens from Monday to Friday during term time. Sessions are from 7.30am to 8.45am and 3.15pm to 6pm.

Information about this inspection

Inspector

Ann Cozzi

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 provider and this has been taken into account in her evaluation of the setting.
- The provider and inspector completed a tour of the setting, inside and outside.
- Children spoke to the inspector about what they enjoy doing in the setting.
- Parents and staff spoke with the inspector at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in 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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