

Inspection of Fit For Sport @ Betty Layward Primary School

Betty Layward Primary School, Clissold Road, London, Middlesex N16 9EX

Inspection date: 5 July 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

The setting offers a welcoming environment, where children feel happy and confident. Children are excited as they greet staff when they are collected at the end of the school day. Children are settled and share close relationships with the staff. This helps them to feel safe and secure. Children are excited to see their friends and discuss what they have learned at school.

Children behave very well. They are kind and considerate towards each other. Staff are good role models to the children. Children share resources, take turns, and respect the feelings of others. Children are aware and follow the setting's rules. Staff provide structured and age-appropriate routines. For example, staff signal new activities by clapping a tune, which the children follow, and this reminds them it's time to tidy up.

Staff value children's opinions and they are able to share feedback via an Ideas Book and speak to staff about what they like doing the most. Children discuss that they want to spend more time outdoors and have opportunities to play games with their friends. Staff act on this, and children enjoy spending time outdoors and playing ball games, hide and seek and catch with one another. This supports children to feel valued.

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

- Staff consider children's individual needs and interests. They use information from the children, parents and teachers to plan exciting and interesting activities. Children choose between a range of activities, both indoors and outdoors. They are independent in their play and select toys, games and resources they want to play with and take the lead in this.
- Children enjoy the healthy snack of fruits and salad wrap. They use this as a sociable occasion where they discuss what fillings they want to eat and share stories about their day. Staff are aware of children's allergies and dietary requirements and ensure these are met. Children wash hands regularly and understand why this is important 'to keep them clean and germs away'.
- Staff are nurturing and provide lots of opportunities for children to develop their confidence. For example, children are encouraged to participate in a group quiz and play board games, where they work as a team and cooperate positively with one another. Outdoors, they skilfully climb and balance on tree trunks and swing from branches. They are proud of what they have achieved and share this with their friends and staff by calling out 'Look at me'.
- All children are confident communicators and really enjoy spending time with their friends. Children talk about their feelings and what makes them happy and

sad. They think about their actions to others, such as being too close to their friends. They understand that this is not always wanted and respect their friends who ask them to 'Step back please'.

- Children learn about nature in the outdoor area. There are spaces for planting and growing. Children are curious about the different minibeasts they find and go on a bug hunt together. Children are motivated to learn and are encouraged to follow their own interests. This helps them feel positive about their learning.
- Children who speak English as an additional language and those who may be disadvantaged make good progress. Staff work in partnership with parents and teachers at the school and share information to ensure continuity of care.
- Overall, parents speak positively about the setting and discuss how friendly and caring the staff are. They appreciate the daily feedback and flexibility the setting offers to book places for childcare. There are systems for parents to provide feedback on the setting, such as a feedback book, questionnaires and a customer service number. Some parents are aware and use this. However, not all parents are aware of this and how they are able to give feedback to the provider for further improvement.
- Staff follow the setting's policies and procedures to ensure the setting runs safely. Staff are well supported by the manager and leaders. Good induction, support and training opportunities enable staff to clearly understand their role and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

The premises are secure, and the manager and staff carry out regular risk assessments to ensure they are safe. Children cannot leave unsupervised and unexpected visitors cannot gain access. All staff have completed safeguarding training to help them identify when a child may be at risk of harm. Staff know how to report concerns. Leaders have effective systems in place to ensure staff working with children are suitable. Staff closely supervise children and provide a secure environment to ensure children remain safe.

Setting details

Unique reference number	2578211
Local authority	Hackney
Inspection number	10239347
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	4 to 11
Total number of places	40
Number of children on roll	308
Name of registered person	Fit For Sport Limited
Registered person unique reference number	RP901369
Telephone number	07500334549
Date of previous inspection	Not applicable

Information about this early years setting

Fit For Sport @ Betty Hayward Primary School registered in February 2020. It is situated inside Betty Hayward Primary School in the London Borough of Hackney. It is open from 3.15pm to 6pm during the school term time. Four members of staff work directly with the children, and they have all completed training in early education and childcare.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This is the first routine inspection the setting has 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.
- Leaders led the inspector on a learning walk across all areas of the setting and talked about what they wanted children to learn and how they keep children safe.
- The inspector held discussions with the manager, leaders, staff and children during the inspection.
- Parents and carers shared their views with the inspector and gathered their experiences of the setting.
- The inspector observed children at play throughout the setting, both indoors and outdoors.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, training, first aid and Disclosure and Barring Service checks.

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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