

Inspection of The Play Stop Ltd

St. Oswalds Catholic Primary School, Chapel Lane, Longton, Preston, Lancashire
PR4 5EB

Inspection date: 20 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

Children happily enter the setting and cannot wait to sit with their friends and talk about their day. The group is a relaxed and friendly environment, where children are warmly welcomed by a warm and caring staff team. Staff collect all children from teachers from the on-site school and accompany them into the school hall. They are vigilant in taking registers to support children's safety. Children eagerly choose the resources and activities they would like to play with. Activities are offered indoors and outdoors and children are free to share their ideas and make choices of what they would like to do. Staff have high expectations of children. Some activities are planned to support children's interests. For example, children make bird feeders and talk about the different birds they observe in their garden at home.

Children's behaviour is very good. They listen to staff, follow instructions during routines and independently help younger children. There are a wide range of resources, which support children's interests and stage of development. Children are confident communicators and eagerly speak about their favourite things to do at the setting and the things they are looking forward to during the summer holidays.

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

- Children demonstrate they have built close attachments to staff and involve them in their play. For example, children enjoy showing card tricks to staff and laugh hysterically as staff guess the card incorrectly. Younger children invite staff to join in with their imaginative play as they play with a range of dolls. This demonstrates that children feel safe and secure in the setting.
- Children exhibit very good behaviour. Staff remind children of using good manners. Children help with tasks such as washing up plates after snack. Staff have implemented a 'buddy system' for younger children. This means that younger children are supported by older children at the setting.
- Staff work closely with teachers from the on-site school. They talk regularly with teachers and look at school newsletters to learn about events happening in school. This allows staff to offer activities which complement learning in school and offer a consistency of care for children.
- Staff are very good role models. They introduce new vocabulary and ask children questions to promote discussion. Older children show maturity and talk with joy about the things they have enjoyed at the setting as they prepare to leave for secondary school. Younger children enjoy talking about their 'special books', which document special activities and days they have taken part in through photos and artwork. Children are confident to express their ideas and

initiate discussion.

- Staff are sensitive to children's individual needs. They are caring towards children who have had a minor bump and nurture their needs well. Staff work closely with teachers and parents to support children with special educational needs and/or disabilities. Children state that they are 'happy' at the setting. This allows children to understand the importance of inclusion and that everyone is unique.
- Parents are very complimentary about the care their children receive. They state that staff are 'very caring' and that their children 'love coming'. Staff encourage parents to share news from home. This helps to build positive relationships between parents and staff and a consistency of care for children.
- The manager and staff regularly evaluate the setting to identify things they can improve for children. For example, they identify training to attend to develop their practice further. The views of children are actively sought to inform future improvements. This involves children in decision-making and identifies areas for future improvements.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend safeguarding training as part of their induction and regularly refresh their knowledge. Staff understand the processes they must follow if they have concerns about a child's safety. The manager ensures staff are deployed effectively throughout the setting to ensure they can observe children as they play in different areas. Staff use walkie-talkies to communicate when children are playing outside, which helps keep children safe. Regular risk assessments are completed before children arrive each day, which helps to keep the environment safe for children. Staff undertake regular evacuations, which helps children to understand what to do in an emergency.

Setting details

Unique reference number	2579103
Local authority	Lancashire
Inspection number	10239448
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	5 to 11
Total number of places	60
Number of children on roll	60
Name of registered person	The Play Stop Limited
Registered person unique reference number	2579102
Telephone number	07944218433
Date of previous inspection	Not applicable

Information about this early years setting

The Play Stop Ltd registered in 2020 and is privately owned. It operates from St. Oswalds Catholic Primary School in Preston. The setting employs seven members of childcare staff. Of these two hold appropriate early years qualifications at level 3 and five members of staff are unqualified. The setting opens five days per week, term time only. Sessions are from 3.15pm until 5.30pm. The setting operates a holiday club during some weeks throughout the summer.

Information about this inspection

Inspector

Elisia Lee

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 tour of the setting. She held regular discussions with the provider, supervisor, staff and children throughout the inspection.
- The inspector spoke to parents. Their views were taken into account during the inspection.
- The inspector observed the interactions between staff and children throughout the inspection.
- A sample of documentation was observed by the inspector, including training certificates.

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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