

# Inspection of The Play Professionals at St Mary's

St. Marys RC Primary School, Crescent Lane, London SW4 9QJ

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Inspection date:

18 October 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### **This provision meets requirements**

There is a well-established staff team, who are enthusiastic about the club. There is a strong emphasis on training to ensure that staff understand their roles and responsibilities. The environment is organised well with a range of interesting and exciting resources. Children have access to a large playground, where they enjoy playing basketball and tennis. This supports their physical development and promotes the importance of exercise.

Staff plan around children's interests. Children say that they love coming to the club, as it is 'amazing, organised and fun'. They comment that they choose what to play with and there is lots of 'good choice'. Children listen to and follow instructions for routines. They understand that rules are in place to keep them safe. Older children happily play alongside younger children in this inclusive environment.

Children have secure relationships with staff, who greet children with smiles and ask them how their day at school was. Staff act as excellent role models and children behave well. They are polite and respectful to each other. Staff engage children in conversations. Children excitedly communicate with staff and their friends in this relaxed environment.

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

- Children are comfortable and emotionally secure in this environment. They form strong bonds with staff. Children share their achievements with staff as well as things which they have found more challenging within their school day. Staff respond positively and enthusiastically, offering children praise and encouragement.
- Staff have high expectations of children's behaviour. Children hang up their coats on hangers when they arrive. They demonstrate good manners at snack times. For example, children ask, 'Please may I have the bread?' and 'Can you please pass down the fruit?'
- Staff provide healthy snacks for children. They sit with children, making it a sociable experience. Staff give children opportunities to be independent. For example, children spread butter on their bread and pour their own drinks.
- Staff provide a wide range of different books that motivate children to read. They provide children with a quiet reading corner with cosy cushions, where they can take time to relax and enjoy a range of fiction and non-fiction texts.
- There is a range of activities to support children's fine motor development. Children engage in finger knitting, colouring, junk modelling and letter and number puzzles. They have many opportunities to be imaginative within the role-play area, where they can also dress up.

- Staff share the club's values with children and promote them through detailed displays. For example, they promote the importance of love, kindness, respect, happiness, understanding, joy, peace and equality.
- The club is inclusive. Staff encourage children to talk about different cultures and people who make positive contributions to society. For example, they engage in activities to learn about Black History Month and enjoy finding out about Diwali and Chinese New Year.
- Parents are very happy with the club and speak highly of staff. They say that their children enjoy coming, staff are caring and they manage their children's behaviour effectively. However, staff do not consistently involve parents further in the planning of activities for their children.
- Staff have effective partnerships with the school and local authority. Staff support children with special educational needs and/or disabilities well. They work in collaboration with the teachers, parents and the special educational needs coordinator within the school.
- Leaders and managers constantly reflect on ways to improve. They evaluate their provision well and seek advice and support from other agencies, when needed. Staff attend regular training and have access to a good programme of professional development. Leaders provide supervision sessions for the team each term to reflect on practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a robust recruitment and vetting system in place to ensure that staff are suitable to work with children. Staff carry out risk assessments to ensure that the premises are safe for children. Younger children are collected from classrooms and taken to the club to ensure their safety. Children understand the rules at the club and understand the importance of staying safe digitally. There are procedures in place for recording and reporting on accidents. Staff understand the club's safeguarding policy and receive regular training to make sure that their knowledge is up to date.

## Setting details

<b>Unique reference number</b>	EY280948
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10233645
<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>	3 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Trojans Scheme
<b>Registered person unique reference number</b>	RP900894
<b>Telephone number</b>	07850003604
<b>Date of previous inspection</b>	30 November 2016

## Information about this early years setting

The Play Professionals at St Mary's registered in 2004 and is located in Clapham, in the London Borough of Lambeth. The club is independently run but is based on the school premises. It opens each weekday from 3.15pm to 6pm, during term time. There are three members of staff, of whom two hold a relevant qualification at level 3 and one holds a qualification at level 2.

## Information about this inspection

### Inspector

Penny Harman

## 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 accompanied the manager when she collected children from the school's classrooms.
- The inspector had a tour of the club and looked at the activities on offer for children.
- The inspector observed activities, indoors and outside, and the interactions between staff and children.
- Children talked to the inspector throughout the inspection and the inspector took account of their views.
- Discussions were held between the inspector and parents and the inspector viewed online written comments from parents.
- The inspector held a management meeting with the provider.
- The inspector looked at relevant documentation, including the suitability of staff working at the premises.

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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