

Inspection of Little Lanes

Green Lanes, Hatfield, Hertfordshire AL10 9JY

Inspection date:

8 November 2022

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The after-school club is buzzing with activity. Children quickly become engrossed in various activities that cater to their interests. For example, some children use their imaginative skills while playing in the role-play shop. Other children enjoy cutting fruit to make fruit cocktails. The well-planned activities contribute to children's excellent engagement, resulting in exemplary behaviour. Older children encourage younger children to join in their games. Children are kind and caring towards each other and build meaningful relationships.

Children enjoy playing outside as it becomes dark. They use glow batons and torches as they walk the daily mile. Children excitedly explore the darkness. They have a sense of freedom while being well supervised and kept safe. Children enjoy the independence they have while managing their own risks. Children show a strong sense of belonging in the after-school club. Staff value children's opinions and ideas. They include children in decision-making. For example, children choose new resources and equipment. They explain with excitement how much they are enjoying the new role-play toys. Children and staff fondly share memories as they talk about older siblings and their time at the after-school club. Caring relationships help children to feel safe and secure.

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

- Children are well supported when they start in the after-school club. Younger children arrive early, so they can build relationships with the staff. Parents meet with staff to discuss children's needs and interests. Children are allocated an adult and an older child to help them feel welcome and ensure they always have a 'buddy'. As a result, children settle quickly, allowing them to enjoy all the experiences on offer.
- Staff meet children's emotional needs through a well-organised environment and nurturing relationships. A quiet area is available for children outside to read or relax while listening to the sounds of nature. Children describe the staff as kind and caring and feel they can talk to them when they need to. Children enjoy their time at the after-school club. They beam with happiness as staff praise them for their cutting skills. Staff prompt children to feel proud of their achievements, which builds self-esteem.
- Partnership working is a strength. Staff work closely with the host school, regularly sharing information. Teachers share information about children that may need extra support. Children benefit from continuity of care. Parents praise the staff for their excellent communication. Sharing information regularly allows staff to continue to meet the children's needs. Parents value the care staff provide. They describe the after-school club as 'fun and safe' and explain

children enjoy coming. Parents and staff build strong relationships, contributing to children's well-being.

- Children with special educational needs and/or disabilities are supported in the setting. Staff gather information from parents and teachers. They plan interventions based on individual needs. For example, staff make use of visual aids and make ear defenders available. This creates an inclusive after-school club for all children to attend.
- Staff regularly review the after-school club. They encourage children and parents to provide feedback, which informs the changes they make. Staff understand the importance of making improvements. Leaders value the opinions of others. Staff report that they feel respected and listened to.
- Staff attend relevant training. Some staff have completed 'Mental Health for Children' training. They are looking at therapeutic play to support children with the effects of COVID-19. Staff know how to develop their skills and knowledge to help children.
- Staff encourage children to be independent. Children make choices, attend to their personal care needs, and tidy away their games. They take turns serving snacks. Children learn to be healthy by wearing gloves and reminding others to clean their hands. However, children are not always provided with plates or bowls from which to eat food. This does not promote best hygiene practice and limits children's ability to learn more about table manners.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding responsibilities. They can explain the process for reporting concerns if they are worried a child is at risk of harm. Staff are aware of safeguarding concerns in the wider community, such as county lines. Leaders have completed relevant training that ensures they are confident in recognising signs children or families are at risk. Leaders follow safer recruitment procedures to ensure that only those suitable to work with children do so. All staff understand their roles and responsibilities because induction processes ensure they receive essential training.

Setting details

Unique reference number	EY262858
Local authority	Hertfordshire
Inspection number	10233627
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	42
Number of children on roll	165
Name of registered person	Garratt, Cheri
Registered person unique reference number	RP909920
Telephone number	01707 262556
Date of previous inspection	14 December 2016

Information about this early years setting

Little Lanes registered in 2003. The club employs six members of childcare staff. Of these, four hold appropriate qualifications at level 2 or above. The club opens during school term time only. The sessions are from 7.30am until 8.50am and from 3.05pm until 5.45pm, Monday to Friday.

Information about this inspection

Inspector
Jody Taylor

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 viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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