

Inspection of Brains and Games

Burleigh Primary School, Blindmans Lane, Cheshunt, Waltham Cross EN8 9DP

Inspection date:

22 November 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 obviously pleased to see staff at the after-school club when they collect them from their classroom. They listen carefully to instructions. Children hold hands with their partners and walk safely through the school. They are very familiar with the routine. For example, on arrival at the club, they sit down and wait patiently to answer the register. This fosters a sense of belonging. Children are excited to hear about the planned activity.

Children understand ways to keep themselves healthy. For instance, they know they must wash their hands before eating their snack. All children sit together to eat a nutritious snack. This is a sociable occasion, and there is a buzz of conversation. Older children engage enthusiastically with their younger friends. Children are polite and well mannered. They say 'please' and 'thank you' when given their food and drink.

Children play outside for a large part of the session, benefitting from fresh air and exercise. They make decisions and choose what they want to play with from a wide selection of outdoor equipment. Children challenge themselves and do not give up. For example, they smile broadly as they work out how to walk on mini-stilts. Staff praise them for 'good balancing', which helps to boost children's self-esteem.

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

- The provider has clear aims for the provision. He wants children to have fun in an environment where every child feels welcome. Staff meet regularly to plan and evaluate the activities and to ensure they are all aware of any of the children's specific needs.
- Staff feel valued and well supported. The provider implements an effective programme of supervision for staff. This enables him to check in on staff's well-being and identify professional development opportunities. They have, for example, recently completed training on managing behaviour. Staff say that this has helped them to consider different ways to adapt their interactions with children.
- Staff provide quieter, more relaxing activities indoors. Children have fun when they persevere to pass a loop through an electronic maze without making it buzz. They use their imaginations and make up games with their friends. They pretend to be superheroes and hairdressers. Children are confident to ask the inspector to join in with their role play.
- Children take part in an art and craft activity, if they wish. They concentrate on their chosen tasks. Children skilfully cut out a paper footballer and creatively design the football kit. They are proud of their creations and are pleased to take

the 'footballer' home.

- Staff mostly encourage children to be independent. However, there are few opportunities for children to do things for themselves at snack time. Staff do not enable children to serve themselves or pour their own drinks, to practise their self-help skills. Despite this, children readily help to clear the table and scrape their plates into the bin when they have finished.
- Staff use international events, such as the World Cup, to help children think and learn about others. They discuss the countries taking part and support children to understand about rules and fairness.
- The key-person system is effective. All children are supported and settled at the club. The provider regularly meets with the school's early years lead to share relevant information about children's well-being and their individual needs. He seeks advice and guidance from the school's special educational needs coordinator, if necessary.
- Staff provide good levels of supervision at all times. They move around the setting so that they are deployed effectively, to keep children safe. Daily checks are carried out. This helps to make sure the environment and resources are safe and suitable before children arrive.
- Parents speak positively about the club. They say that their children are always happy when they collect them and ask to go on days they are not booked in. Children visit the club before they start. This helps them settle and to get to know the staff.
- The provider supplies parents with questionnaires to gain their views. He uses their comments to reflect and make improvements. For example, he wants to improve the club website so it is more informative. However, he has not yet embedded systems to consult children about the club. Therefore, they do not currently have opportunities to express their own ideas for activities or to contribute to planning.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular training to keep their safeguarding knowledge up to date. They know the procedures to follow if they are worried about children's welfare. This includes allegations or concerns about a colleague's behaviour. The provider has a secure understanding of safe recruitment procedures. He has systems in place to check and monitor staff's ongoing suitability. Staff help children to make positive choices and talk to them about keeping safe online.

Setting details

Unique reference number	2603212
Local authority	Hertfordshire
Inspection number	10251608
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	60
Number of children on roll	100
Name of registered person	Bailey, Mark
Registered person unique reference number	RP542445
Telephone number	07376130968
Date of previous inspection	Not applicable

Information about this early years setting

Brains and Games registered in 2020. It is based in Burleigh Primary School, in Cheshunt, Hertfordshire. The out-of-school club employs three members of staff, including the provider. The setting opens Monday to Friday. Sessions are from 3.15pm until 6pm, during term time only.

Information about this inspection

Inspector

Fiona Sapler

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 provider showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector about what they enjoy doing at the club.
- The inspector talked to parents and staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children, indoors and outdoors.
- The provider 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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