

Inspection of The Hill Play Club

The Hill Primary School, Peppard Road, Reading RG4 8TU

Inspection date:

31 May 2023

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Staff excitedly greet children in the morning and encourage them to join in with activities. They clearly have close bonds, and children seek out staff to share their experiences with them. For instance, younger children chat back and forth with staff about their class at school and who their friends are. This shows that children feel safe and secure.

Staff and children form 'club guidelines' that detail the behaviour expectations for the group. This helps children to understand what is expected of them, such as being kind and listening to adults. Children behave very well, and they listen and respond to adults. For example, when staff introduce a new board game, children listen intently to their instructions. They enjoy learning the new games and activities on offer.

Children have a real sense of belonging at the holiday club. For instance, they proudly show the staff pictures they have been colouring. Staff praise them, and children beam with pride. Staff showcase children's work on a display so that they can celebrate their hard work. Children are confident in their skills and are happy to share their achievements.

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

- Leaders and staff are passionate about providing a high-quality, play-based experience for all children. They regularly reflect on what they offer and ensure that the activities are varied and exciting. For example, staff explain how they will soon be offering soft archery sessions within their plans. This helps to ensure that children benefit from new and exciting activities that engage them for long periods of time.
- Leaders and staff offer a wide range of experiences for children. The atmosphere is buzzing with activity, and all children engage well with the resources on offer. For instance, children enjoy playing football with friends and giggle as they play. Other children enjoy playing chasing games in the garden or drawing portrait pictures with friends. The holiday club provides a warm and caring environment.
- Leaders and staff consistently listen to children and support them to have a voice about the club's activities. For example, staff regularly ask children how their day has been and if there is anything that they can do to make it better for them. Children excitedly share their ideas with staff, and they plan to incorporate their ideas later that day. This helps children to feel confident and have a sense of belonging.
- Children have extremely positive attitudes to play. Staff skilfully support this with

responsive and enthusiastic interactions. For instance, children enjoy staff setting them challenges outside. They excitedly follow their friends and laugh out loud as they complete the tasks. Staff and children have lots of fun together, and laughter can be heard in all areas of the club.

- Staff support children's social and emotional development by encouraging children to play together. Children make lovely friendships and regularly ask them to share in their experiences. For instance, they cuddle close together as they read one another stories. Other children enjoy sharing their creative thoughts and ideas as they make flower garlands. Children thrive in this stimulating and supportive environment.
- Leaders are passionate about supporting staff to understand their roles and responsibilities. For example, they ensure staff receive a detailed induction. This includes plenty of opportunities to have face-to-face feedback discussions. This ensures that staff have the knowledge and skills they need to support the children. The consistency in staff's high-quality interactions with children helps them to provide strong continuity of care.
- Leaders and staff build positive partnerships with parents. They greet them with a friendly nature and give detailed verbal feedback about what the children have been doing that day. Parents appreciate the wide range of activities, such as arts and crafts. They say that the staff are friendly and approachable. Parents value the leaders who listen to feedback and input new activities based on this.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know their roles and responsibilities to safeguard children. They attend regular training to keep their knowledge up to date. Staff know how to spot signs and symptoms of children who may be at risk of harm, such as radicalisation. They know where to report if they have concerns about a child's welfare. Leaders and staff carry out thorough risk assessments. For example, they practise a fire drill with all children and display the evacuation procedure for children to see. This helps children learn how to keep themselves safe.

Setting details

Unique reference number	EY492701
Local authority	Reading
Inspection number	10285938
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 12
Total number of places	33
Number of children on roll	40
Name of registered person	Reading Borough Council
Registered person unique reference number	RP518112
Telephone number	01189372636
Date of previous inspection	25 October 2017

Information about this early years setting

The Hill Play Club registered in 2015. It is managed by Reading Borough Council, and operates from The Hill Primary School in Reading. The club offers care for children aged from four to 13 years. The club operates Monday to Friday, from 8.30am to 5.30pm during school holidays, with the exception of Christmas. The club also offers shorter sessions from 9.30am to 3.30pm. There are seven members of staff. The site leader has an appropriate early years and playwork qualification at level 3.

Information about this inspection

Inspector

Mandy Cooper

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about how they plan activities.
- Children told the inspector about their friends and what they like to do when they are at holiday club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector reviewed several written feedback emails from 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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