

Inspection of The Playstation @ Sandy Lane Out of School Club

Sandy Lane Primary School, Sandy Lane, Bracknell, Berkshire RG12 2JG

Inspection date: 26 May 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children enter the club happily. They are very quick to settle and engage in play. Children who are new to the club meet friendly staff and feel safe and secure. Children have a key person upon starting the club. This is an effective system and allows familiar staff to work with younger children. Children are happy seeing someone they recognise, and the key person equally knows these children very well. Staff continually evaluate the provision so that children access a broad selection of activities. Children have great fun using their imagination in the home corner, creating art at the craft table and relaxing in a quiet den.

Children gravitate towards their friends and interact positively together. They behave very well and clearly respect each other. Children have access to an outside space and enjoy activities in the fresh air. For example, they play on a field and enjoy a climbing trail. Children are quick to learn new skills and are proud to share their achievements with others, such as learning to do cartwheels. This ensures that all children regularly take part in physical exercise. Children know how to take care of themselves, for example they self-select breakfast as they arrive and make healthy choices.

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

- Staff focus on promoting children's confidence and self-esteem. Children have access to activities that allow all ages to play and socialise happily together. This allows younger children to form positive relationships with older children. Staff encourage children to become more independent. For example, staff ask children to tidy away and get their belongings ready for the start of school. Staff have high expectations for behaviour. They are quick to remind children of the rules of the club. Children act upon instruction, show respect and know the routine.
- Staff recognise that children's communication skills are an area for development following the COVID-19 pandemic. They provide opportunities to enhance speech and language by providing an environment that allows children to talk. For example, the role-play area lets children use their imagination, and the den allows for conversations with each other. Staff also enjoy being part of this and positively contribute to these conversations. This support has a particularly positive impact on children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language.
- Staff have an effective working relationship with the school it operates from. They are quick to alert the school if they have concerns regarding children's development. Staff work together with the school to monitor children's individual needs and continue to assess them during their time at the club. They make

themselves available for meetings with outside agencies, and assist with the overall assessment process. This ensures that all children have access to an inclusive club and make equally good progress.

- Parents are quick to compliment staff at the club. They say that staff are lovely and patient. Parents say how happy children are attending the club, which is why many also send their younger siblings. They state that staff fully support all children particularly those with SEND. Parents say that staff help children settle well and confidently transition into the next stage of school. They state how they have seen children develop emotionally and improve their physical skills. Parents say they always receive feedback about children's time at the club at drop off and pick up.
- Staff feel very supported by the manager. They are a close-knit team and work well together. Staff say the manager goes above and beyond to support their well-being. For example, the manager makes changes to policies and working hours to offer additional support. Staff attend regular meetings to discuss the club, such as concerns about key children. They access regular training to update their professional development. For example, they have completed recent courses on epilepsy, autism and inclusive play. This ensures staff continually improve their knowledge to support all children.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their knowledge of safeguarding children and child protection. They can securely identify signs of abuse including neglect and radicalisation. Staff clearly explain the process involved if they have a concern about a child or adult. They know who the designated safeguarding lead is, and which outside agencies to escalate a concern to. Staff know where to access safeguarding processes and contact details, for instance from a displayed 'safeguarding wall'. The manager has a safer recruitment procedure in place, and ensures all staff are suitably checked. Staff continuously strive to ensure that the environment is safe and secure for children.

Setting details

Unique reference number	119246
Local authority	Bracknell Forest
Inspection number	10288861
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	50
Number of children on roll	50
Name of registered person	The Playstation @ Sandy Lane Out of School Club Committee
Registered person unique reference number	RP519578
Telephone number	07940 717051
Date of previous inspection	3 November 2017

Information about this early years setting

The Playstation @ Sandy Lane Out of School Club registered in 1998. It operates from the infant school in Sandy Lane Primary School, in Bracknell, Berkshire. The club opens five days a week, during school term times. Sessions are from 7.45am to 8.45am, and 3.15pm until 6pm. It also opens throughout the school holidays, from 8am to 5.50pm. The club employs four members of staff, all of whom hold relevant early years qualifications up to level 3.

Information about this inspection

Inspector

Lynne Murray

Inspection activities

- This was the first routine inspection the before- and after-school club 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 manager joined the inspector on a learning walk and talked to the inspector about the areas used for the club.
- The inspector spoke to children to find out about their time at the 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 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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