

Inspection of St Mary's Ashford Play Club

St. Marys C of E Primary School, Western Avenue, ASHFORD, Kent TN23 1ND

Inspection date: 15 June 2023

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

Children arrive happily, separating from their teachers well as they enter the after-school club. They display a secure understanding of what is expected of them. For example, they know where to place their belongings, and confidently approach the warm, welcoming staff who sign them in. This helps staff to record the attendance of children as they arrive.

Children display high levels of confidence and concentration. They access the resources available to them straight away, becoming engrossed in their play. For example, children show a particular interest exploring the role-play kitchen. Older children develop their creative skills as they make pretend money. This encourages a highly sociable experience for all children as they engage in a role-play shopping activity.

Staff provide children with plenty of opportunities to make their own choices. They regularly encourage them to decide which activities they would like to take part in, such as badminton. As a result, children display high levels of respect towards the staff. For example, they respond well when staff give gentle reminders about the behavioural expectations. Staff explain to children the importance of sitting down until they have finished eating and help them to understand the potential risks of choking.

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

- The provider has high expectations for the setting. She works closely with the manager to ensure children experience a warm, home-from-home environment. Staff know the children well, and organise purposeful activities that they will enjoy. For example, children access a cosy area with blankets and beanbags, where they enjoy looking at books independently. Staff recognise the importance of giving children a quiet space to enjoy after a busy day at school.
- Children enjoy being creative and engaging in arts and craft activities. They use the variety of resources to develop their imagination. For example, younger children show strong concentration skills as they draw a picture of their family. Older children act as good role models as they provide praise and initiate conversations about their creations. This helps children to develop their creative skills.
- Staff support children to develop their independence skills. They have opportunities to make their own sandwiches at snack time. Children have fun as they select the healthy fillings available to them. Younger children develop their fine motor skills as they carefully spread the butter.
- Children have plenty of opportunities to engage in physical exercise. They access

the outdoor space where they use scooters or take part in a game of football. The provider offers extra sports activities to help children develop their strength and coordination.

- The manager ensures children have access to healthy snacks. She provides fresh fruit, drinking water and offers children a snack. Staff are aware of children with dietary requirements and ensure alternative choices are offered, showing the individual needs of children are being met. Children enjoy taking part in discussions to share their ideas on which snacks they would like to have. This gives children a sense of belonging as staff value their opinion.
- Staff show a keen interest in children's day at school, asking them questions about the medals and stickers they had achieved during sports day. Children are proud of their achievements as they talk about which team won. This helps children to develop into confident talkers and builds on their self-esteem and confidence.
- Parents speak positively about the staff and the setting. They comment on how much their children enjoy attending, and appreciate the support they receive from staff. Parents say they have good communication and the manager is responsive to any of their requests. Overall, partnerships with parents are strong.
- The provider places strong emphasis on supporting staff's professional development. She ensures staff engage in regular training sessions. This allows staff to keep their knowledge up to date, ensuring the needs of children are consistently met. For example, they have recently completed a course on how to support children's mental health.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge. They display a secure understanding of the potential signs and symptoms of abuse, and know the procedures to follow if they had concerns about a child. Staff complete safeguarding training regularly to ensure their knowledge is kept up to date. They know what to do if an allegation was made against a member of staff. Risk assessments and checks are completed daily to ensure the environment is suitable for children to use. The provider has robust recruitment procedures in place to ensure suitability checks are carried out.

Setting details

Unique reference number	EY458162
Local authority	Kent
Inspection number	10289289
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	40
Number of children on roll	70
Name of registered person	St Mary's Ashford Play Club
Registered person unique reference number	RP532299
Telephone number	07708 463450
Date of previous inspection	20 November 2017

Information about this early years setting

St Mary's Ashford Play Club originally registered in 2002 and re-registered in 2013. It is a voluntary management group supported by Kent Play Clubs, which manages the club. It operates from within St Mary's Primary School in Ashford, Kent. The club is open from 3pm to 5.45pm, Monday to Friday, term time only. There are three members of staff who regularly work with the children, two of whom hold a level 3 qualification.

Information about this inspection

Inspector

Jasmine Nelson

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.
- 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 nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- 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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