

# Inspection of PLAY at Glebe

Glebe Primary School, Church Lane, Southwick, Brighton BN42 4GB

---

Inspection date:

9 August 2023

**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 happy and show that they feel secure at the club. They excitedly join in with the activities provided, such as the pretend shop and cafe. Staff help children to develop their ideas. For instance, they provide pretend coins and encourage children to use their writing skills to make notes representing money. This helps to support children's learning in school in a fun way.

Some staff work with the children at the school. They have a deep understanding of individual children's needs and are good role models. This has contributed to the warm and inclusive environment at the setting, in which all children are welcomed and celebrated. Children and staff have superb relationships. They play a wide range of games together, and staff teach them new skills, such as craft activities and baking.

Children are very sociable and show high levels of confidence. They proudly show visitors items they have made and explain the rules of their ball games. Staff skilfully help children to manage their emotions and to behave well. For example, staff give gentle reminders about the rules of the club and explain why these are in place. As a result, children learn how to keep themselves safe and how to be respectful towards others.

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

- The provider works closely with staff, who are highly valued. They attend training continually, which helps them to care for children. Staff report that they enjoy working for the provider and that their well-being is supported.
- The provider and staff continually reflect on their work with children and the activities provided. They ask children for their ideas. These are discussed in detail, with risk assessments in place, and parents are informed. Children feel a strong sense of belonging and know that their ideas are valued. For example, they are allowed to play a physical game based on their own suggestion, which involves wearing safety goggles.
- Children say that they like coming to the club and that they have lots of fun. Older and younger children play harmoniously together. For instance, they make up ball games together and negotiate their roles during pretend play about a shop and restaurant. This supports their social skills, and they learn how to respect each other's thoughts and ideas.
- Children engage in meaningful conversations with staff, who are very attentive. Staff read with children, share jokes, and show them how to develop ball skills, such as playing tennis. They listen carefully to children and respond quickly to their requests to join in with their play.

- Children show a keen interest in making items with bricks and coloured rubber bands. They concentrate for long periods of time on creating items of their own choice, such as bangles and necklaces. Staff introduce craft materials and demonstrate how to make an animal. Children copy this and enjoy sticking and cutting, which supports their hand-eye coordination.
- Staff encourage children to be independent. They know where to leave their personal belongings when they arrive. Children listen attentively during group sessions, such as lunch and snack time. Staff provide children with reminders about not sharing food with their friends, including the reasons why. During lunchtime, children enjoy watching a film chosen through a voting system. This helps them to learn about democracy.
- Staff help children to develop healthy lifestyles. For instance, they organise a variety of games outside to make sure children have plenty of fresh air. They remind children to regularly drink water, and they talk about the different types of food that are good for their bodies. The manager is considering enhancing this to include information regarding oral hygiene.
- The provider values parents' views. Staff greet parents on arrival and collection and discuss the children's day with them. They contact parents during the day, if necessary, to keep them informed about their child's welfare.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of their roles and responsibilities in safeguarding children. They know the signs and symptoms that may be a cause for concern about children's welfare. Staff know the procedures to follow to report any safeguarding issues, including involving the local authority services. Staff are well deployed and supervise children closely. They help children to understand about keeping safe when using technology outside of the setting. Staff also discuss the safe use of tools, such as knives, during cooking activities. The provider follows safe recruitment procedures. He ensures that staff have inductions and ongoing suitability meetings.

## Setting details

<b>Unique reference number</b>	2647705
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10301684
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	5 to 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	PLAY (Positive Learning Active Youth) Ltd
<b>Registered person unique reference number</b>	2647703
<b>Telephone number</b>	07595947920
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

PLAY at Glebe registered in July 2021. It operates from Glebe Primary School, Southwick, West Sussex. The club operates Monday to Friday, 8am to 6pm. It opens term time only, from 3pm to 6pm, every weekday. A team of 15 staff work with the children. The majority of these hold qualifications at level 3 or above. The provider holds qualified teacher status.

## Information about this inspection

### Inspector

Maura Pigram

## 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 carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the play opportunities they provide children.
- At convenient times during the inspection, the inspector spoke to the manager, staff and children and considered their views.
- The inspector observed all areas used by the children. She observed children's interactions with staff and monitored their engagement in a range of play activities, indoors and outdoors.
- The inspector carried out a joint observation of an activity with the manager. They shared their views of the children's experience.
- The inspector checked evidence of the suitability of staff and sampled a range of documentation, such as safeguarding arrangements, employment procedures and first-aid certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023