

Inspection of Come And Play Childcare Ltd

Rushy Meadow Primary School, Rushy Meadow Lane, Carshalton SM5 2SG

Inspection date:

6 December 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 are warmly welcomed by staff. Children eagerly greet their friends with happy and excited chatter as they gather, before walking to the out-of-school club with staff. They know the routine well. For instance, they walk behind each other and put their coats and bags in the allocated space. Children wash their hands without being asked or reminded, and they know to sit while staff ask what they would like to have for their snack. Staff have high expectations of children. For example, they remind children of some simple club rules, such as 'good listening' and 'good sharing'. Children demonstrate very good behaviour.

Children build positive and meaningful relationships with staff and their peers. Younger children settle very well and excitedly join in play. Children all interact and play well together. They are kind to each other, and older children willingly help the younger ones when needed. Children quickly become involved in the interesting activities provided. They know they can choose other activities of interest that are not already out. Children's growing confidence and independence are encouraged very well. They make their own wraps at snack time. Staff acknowledge when children do something well with praise, which helps to enhance children's self-assurance.

Children demonstrate high levels of respect for their friends and staff. They politely say 'please' and 'thank you'. Children are considerate, for instance they willingly involve each other in different activities. They understand the importance of sharing and calmly wait their turn.

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

- Staff provide a range of opportunities that support children's healthy habits and lifestyle, which promotes children's physical health and well-being. For example, children have healthy food choices at snack time and opportunities for daily exercise.
- Staff carefully consider how to meet the needs of all children. They thoughtfully plan activities that follow children's interests and build on their learning. For example, staff provide plenty of resources and equipment, such as books and puzzles. Children in the early years have opportunities to enhance their finger muscles by using scissors and play dough, which helps strengthen their writing skills. Children skilfully create Christmas decorations in different shapes and sizes. Younger children count and name the shapes, enhancing their mathematical knowledge well.
- Staff provide a range of opportunities that support children's communication and language skills well. For example, they provide an environment and atmosphere

where children demonstrate they feel at ease talking to the very supportive staff. Children socialise with friends and eagerly engage in a wide range of discussions. For instance, they talk about their day at school, what they have done and the school trip some children have been on.

- The manager provides staff with strong support, such as training, supervision, staff team meetings and a daily catch-up. These enhance staff's knowledge and understanding of their roles and responsibilities and promote their continuous professional development.
- Staff have high expectations of children's behaviour. They implement strategies to recognise and reward positive conduct effectively, such as praising children's efforts and achievements. This enhances children's very constructive behaviour and confidence effectively.
- Children express that they 'enjoy playing with friends' at the club. Staff support them very well to nurture these friendships. For instance, they encourage children to be kind, caring and welcoming. Children of all ages develop strong personal, social and emotional skills.
- The premises are safe and suitable for the children. The manager and staff make the best use of the space they have available. For example, there is a spacious playground where children can move freely and a suitably resourced classroom where children can relax and be with friends.
- The manager continually evaluates the setting. They understand the strengths of the setting and identify areas that can be developed. For example, they have considered ways to ensure children have more time outside in the shorter evenings, as there are no lights in the playground when it is dark.
- The manager develops effective parent partnerships, such as ensuring systems are in place to communicate with parents. Parents receive all necessary information and updates when they book a place at the after-school club. Staff feed back to parents about what children have been doing during the session and any information from school. Parents express strong satisfaction and speak highly of the club.
- Staff celebrate each child and recognise their individuality. They help the children to understand each other's similarities and differences, regardless of their culture, race, religious background, gender or ability. Hence, children feel valued and respected.

Safeguarding

The arrangements for safeguarding are effective.

There is a robust safeguarding policy and procedure. This is reviewed annually and shared with parents. Staff carry out daily risk assessments to ensure that resources, equipment and the areas of the school that they use are safe, secure and suitable. There are suitable systems to ensure staff recruitment is effective. The provider reviews staff suitability annually to check that staff are continuously suitable for their role. Staff complete mandatory safeguarding training, which is updated annually. This heightens their knowledge of potential concerns about children's welfare and the necessary steps to take to ensure the safety of children.

Staff know the procedure that they must follow if they have a concern about an adult working with children.

Setting details

Unique reference number	EY494590
Local authority	Sutton
Inspection number	10312052
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	24
Number of children on roll	24
Name of registered person	Come And Play Childcare Ltd
Registered person unique reference number	RP534965
Telephone number	020 8669 7588
Date of previous inspection	19 April 2018

Information about this early years setting

Come And Play Childcare Limited registered in 2015. It operates from Rushy Meadow Primary School, in Carshalton, Surrey. The setting provides after-school care each weekday from 3.15pm to 6pm during term times. It also offers holiday provision from 8am to 6pm. There are four members of staff, including the provider. Three of the staff work directly with the children, of whom two hold early years qualifications at level 3.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- This was the first routine inspection the setting 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 about what they enjoy doing in the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and took their views into account.
- The inspector held discussions with the provider about practices and procedures.
- The manager completed a joint observation with the inspector.
- 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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