

# Inspection of Premier Education At Sefton Park Infant School

Sefton Park Infant School, Ashley Down Road, Ashley Down, Bristol BS7 9BJ

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Inspection date:

3 January 2024

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### This provision meets requirements

Children happily greet staff in the school hall. They settle quickly as they arrive at the out-of-school club, understanding the expectation to hang their belongings on a peg and to wash their hands before they eat. They interact positively with staff who are genuinely interested, responding to their questions, and talking about their day.

Children play cooperatively, sharing the broad range of toys and resources well. They discuss how to organise games, for example, when playing with the toy cars, and play fairly. Older children support younger children kindly, for example, to help them to make the car 'flip'.

Children develop their creativity. For example, they design how best to create binoculars from cardboard tubes and reassess their designs when staples do not secure the string successfully. Children enjoy colouring and talk about their pictures, for example about the presents they received for Christmas. They make good attempts to write their names and store their creations carefully, ready to take home.

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

- Staff plan activities around children's interests and listen to their ideas. For example, children show interest in how the body works, therefore, staff provide opportunities for children to make their own lungs. Children decorate their paper bags and blow into them to demonstrate how the lungs fill with air.
- Staff ensure children remain safe. There is good security to both the building and the playground. Staff conduct accurate risk assessments, for example, for the children to use the recently installed fire pole and rope swing under close supervision. Staff have good understanding of collection procedures from the school and ensure there is good communication with the class teachers regarding absences and attendance. Staff greet those adults collecting the children at the end of the session and ensure they are authorised to do so.
- Children behave well and have good understanding of the 'fun agreement'. Staff are good role models and children reciprocate with politeness and kindness to each other.
- Leaders regularly seek feedback from parents. For example, through consultation with parents they offer children a hot snack on alternative days, which has gone down well. Staff offer nutritious snacks and help children to think about their choices, such as limiting sugary products. Staff encourage children to be independent. Children choose and spread their own toppings. They show good physical skills as they roll their wraps and cut them in half. Staff

praise children's achievements, developing high levels of self-esteem.

- Staff recognise that after a day in school, many of their children need time to be physically active and offer them regular opportunities to be outside and engage in energetic games, such as enjoying a game of football. Children develop good balance, such as walking carefully along the raised edge of the border.
- Staff have strong links with the feeder school and there is a positive culture of sharing information, for example, regarding children's emotional well-being. This helps staff meet children's needs successfully.
- Leaders implement ongoing procedures to help them assess staff suitability. They have good procedures in place to ensure the welfare of staff and put measures in place to support staff. Leaders encourage staff professional development and skills, for example refreshing safeguarding knowledge and understanding of policies and procedures.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 2677297   |
| <b>Local authority</b>                             | Bristol City of   |
| <b>Inspection number</b>                           | 10319934  |
| <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> | 4 to 11   |
| <b>Total number of places</b>                      | 32  |
| <b>Number of children on roll</b>                  | 80  |
| <b>Name of registered person</b>                   | Let's Play (Bristol) Ltd  |
| <b>Registered person unique reference number</b>   | 2522722   |
| <b>Telephone number</b>                            | 0117 377 3290   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

Premier Education At Sefton Park Infant School registered in 2022. It operates from separate facilities on Sefton Park Infant School site in Bristol. It operates Monday to Thursday 3.30pm until 6pm and on Friday from 3pm until 4pm, during term time only. The provider employs four staff to work directly with children.

## Information about this inspection

### Inspector

Rachael Williams

## 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 club leader took the inspector on a tour of the premises and explained how the club is organised.
- The inspector spoke with parents and children during the inspection and considered their views.
- The inspector observed staff interactions with children.
- The inspector conducted professional discussions with leaders and staff, including the designated lead for safeguarding.
- A sample of documentation was discussed and observed.

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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