

Inspection of Re:play@Skyswood

Skyswood Primary School, Chandlers Road, St. Albans, Hertfordshire AL4 9RS

Inspection date:

9 January 2024

**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

Staff greet older children in a warm, friendly manner as they arrive at the club. Younger children are happy and excited as staff collect them from their classrooms. Staff create a clear routine for children to follow, which helps them to settle quickly. They are aware that children from different schools attend the club and encourage children to mix and create new friendships. This supports children's social development. Children talk of their enjoyment in playing with different friends at different times in their day.

Staff create an environment which allows children to make choices about the activities they would like to play with at the club. Staff include children in the club planning. They discuss with children what they would like to do next week. This gives children ownership and a sense of responsibility in the club. Staff create engaging activities which support children to remain involved for long periods of time. Children build secure relationships with staff and, as a result, children actively invite staff to join them at activities. Children behave well. Staff encourage children share toys well and children enjoy playing games where they need to take turns.

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

- An effective key-person system supports the youngest children within the club. Staff work with parents and teachers when children join the club. They find out information and ensure activities of interest are available for them when they arrive. Staff work closely with parents of children with special educational needs and/or disabilities. They make the appropriate arrangements, so that all children's needs are met.
- Staff use children's interests to create activities which extend previous learning and knowledge. As part of a recent interest in dinosaurs, children make dinosaur fossils. Children develop their mathematical vocabulary as they fill half a cup with flour to add to the mixture they are making. They, however, are free to experiment, adding more or less flour until the dough is ready. Children relish this freedom. They explore and remain at the activity for a long period of time.
- Staff plan a wide range of activities for children. Children enjoy table tennis and football, making choices about what they want to do. They talk of being able to ask for other activities if there is something else they would rather do. This contributes to children's high levels of engagement.
- Staff talk to children in a calm manner, giving them time to talk. They listen as children talk about their day. Staff ask appropriate questions. They encourage children to think about their answers and develop their cognitive skills. Children proudly show off their creations to staff, developing their self-esteem.
- Parents talk positively about experiences in the club. Parents praise the level of

communication they receive and comment on the welcoming nature of the staff team. Children talk to parents about the activities they have completed through the session and talk of their enjoyment. Parents say they would recommend the club.

- Children are given responsibilities and enjoy having jobs to complete. At snack time, children hand out plates and cups to each other. Children have good manners, thanking their friends as they are passed their plate. They enjoy a healthy snack, which they prepare independently. Mealtimes are sociable occasions. Children talk about the books they are reading for school and the football practice they will attend that evening.
- A sound induction programme is in place for all staff. They are familiar with all policies and procedures and how to implement them. Staff have access to a wide range of training opportunities. They use their supervision meetings to talk to managers about training they would like to complete. Recently, staff completed early years training to build on their knowledge and practice.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY391244
Local authority	Hertfordshire
Inspection number	10311961
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	123
Name of registered person	Re-Play at Skyswood Limited
Registered person unique reference number	RP908198
Telephone number	07913 323 608
Date of previous inspection	17 April 2018

Information about this early years setting

Re:play@Skyswood registered in 2009. It is open Monday to Thursday from 3.15pm to 6.15pm, term time only. There are currently seven members of staff, four of whom hold appropriate qualifications at level 3 or above and one with qualified teacher status.

Information about this inspection

Inspector
Lisa Smith

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 the evaluations of the provider.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents spoke to the inspector, who also looked at written feedback and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability of the manager and staff team.
- Children spoke to the inspector during the inspection.

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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