

# Stay And Play

Lakeside Primary School, Hatherley Road, Cheltenham, Gloucestershire, GL51 6HR



## Inspection date

13 March 2018

Previous inspection date

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| Effectiveness of the leadership and management                |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Good           | 2        |
| Outcomes for children   |                         | Not applicable |          |

## Summary of key findings for parents

### This provision is good

- The manager seeks ways to improve the provision and asks for ideas from children, parents and staff. Some changes include new play materials suggested by the children to enhance the creative activities.
- Staff work in school and at the club, and build good relationships with parents and teachers. Staff share information well, including for those children who have special educational needs and/or disabilities. Children benefit from consistent experiences that meet their needs and interests well.
- Children have strong attachments with the staff. Staff plan appealing and engaging play activities that support children's interests, motivate them and encourage them to join in.
- The manager has good systems for monitoring staff and supporting their continuing professional development. She makes sure all staff are suitable to work with children and understand their roles and responsibilities thoroughly.

### It is not yet outstanding because:

- Sometimes staff provide confusing messages for children about whether they should be quiet and listen or whether it is alright to talk.
- Staff do not organise large-group times as effectively as possible. For example, as all children are called for snacks at the same time, some children have to wait a long time to eat or go back to play activities.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- ensure staff provide clear messages so children know what is expected of them
- review and improve the organisation of large-group times to make them more efficient and engage children more effectively.

### Inspection activities

- The inspector observed the quality of interactions indoors and outdoors.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector carried out a joint evaluation of the activities with the manager.
- The inspector talked with the manager, staff and children at appropriate times during the inspection.
- The inspector sampled paperwork, including staff records and training, the attendance register for children, complaints, policies and procedures, and children's records.

### Inspector

Anita McKelvey

## Inspection findings

### **Effectiveness of the leadership and management is good**

The new manager has implemented systems to monitor staff to make sure they understand their roles and responsibilities well. She encourages them to develop their skills and knowledge through different types of training and helps them share what they have learned with others. For example, recent training on supporting vulnerable children and helping children understand how to keep themselves safe has been shared with staff, parents and children. Arrangements for safeguarding are effective. The manager seeks the views of staff, children and parents to improve the provision. Recent changes include the purchasing of new electronic equipment and games, and pretend play figures, houses and vehicles, which were requested by the children.

### **Quality of teaching, learning and assessment is good**

Staff know children well. They talk with the children about what they are doing. For example, they discuss what pictures children are painting and how mixing different coloured paint can create new colours. Children have great fun in the outdoor sandpit, making 'cakes'. They fill containers with the sand and then stack them on top of each other to make a 'layered cake'. Other children eagerly tell staff about the sea snail they found in the school pond. They explain how to find the pond and draw a map for the member of staff to get there. Indoors, children enjoy dressing up as superheroes and princesses. They use their imagination to tell stories about saving the princess from danger and make crossbows, arrows and hammers from coloured bricks to defeat the 'baddies'. Children creatively use shaped-foam jigsaw pieces to make helmets and boots, then pretend to be robots as they walk around the setting.

### **Personal development, behaviour and welfare are good**

Children show good confidence and social skills. They readily volunteer to stand in front of the group and share special items they have brought in, or encourage their friends to come with them to talk about exciting things they have done in school. Staff encourage children to play together, help each other and look after their play spaces. For example, children help move crates of toys to the outdoor area and look for the racquets and tennis balls so they can play with each other. Staff help children show care and consideration for others and help them resolve issues. For instance, when children take toys from each other, they help them to talk about what has happened and sort it out in a way with which everyone agrees. Staff talk with children about healthy food choices as they eat a selection of fruit and make choices about what they want for their snack. Children are keen to share what they have made with the staff and their parents, making sure they take any paintings home with them.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY536380  |
| <b>Local authority</b>                           | Gloucestershire   |
| <b>Inspection number</b>                         | 1072600   |
| <b>Type of provision</b>                         | Out of school provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 4 - 8   |
| <b>Total number of places</b>                    | 50  |
| <b>Number of children on roll</b>                | 33  |
| <b>Name of registered person</b>                 | Rachel Louise Berry   |
| <b>Registered person unique reference number</b> | RP536379  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 07952002757   |

Stay and Play registered in 2016. It is situated in Cheltenham, Gloucestershire. The club is open from 7.45am to 8.50am and from 3.10pm to 6pm each weekday during the school term. A team of five staff work with the children, three of whom hold appropriate early years qualifications at level 3.

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