

# Smartkidz Play And Learn Ltd



Glebe Cp School, Cambridge Road, Cambridge, CB3 0PN

<b>Inspection date</b>	11 August 2016
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

- Children thoroughly enjoy their time in this friendly club. There is a wide range of available resources and planned activities, enabling them to explore their own ideas and extend their knowledge.
- The provider and staff work effectively as a team. They deliver consistent messages to children about the expectations of positive behaviour. This helps children to learn about fair boundaries and how to interact respectfully with others.
- Children's understanding of a healthy lifestyle is supported well. They have ample opportunities to be physically active and take part in activities that develop their understanding of healthy foods.
- Children have good opportunities to make independent decisions about the activities they take part in. Staff listen to children's ideas and help them to carry them out, which helps promote children's self-esteem and confidence.
- The provider and his team show ambition and passion for providing the very best play environment that they can.

### It is not yet outstanding because:

- While good links are in place with class teachers and detailed information is collected from parents for children who attend the after-school club, these links are not as robust for children who only attend in the holidays.

## What the setting needs to do to improve further

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

- enhance the ways in which information is gathered for children who only attend holiday club sessions, so that staff have as strong an understanding of the needs, abilities and interests of these children as they do for children who attend the after-school club.

### Inspection activities

- The inspector observed activities in the indoor and outdoor areas of the setting and talked with the staff and children at appropriate times.
- The inspector looked at the premises and the resources available to children.
- The inspector held a meeting with the provider. A range of documentation was looked at, including staff suitability and training records, some policies and procedures and children's records.
- The inspector spoke to a small number of parents during the inspection and looked at the results of parents' surveys to gain their views.

### Inspector

Julia Sudbury

## Inspection findings

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

The arrangements for safeguarding are effective. Staff can recognise the signs and symptoms of possible abuse and are confident about how to record and report concerns regarding a child's welfare. Staffing levels that are over and above that required by current legislation, along with vigilant staff and regular risk assessments, ensure children's safety. Up-to-date training in safeguarding, food hygiene and first aid helps staff to provide appropriate care for children. The provider shows ambition for the setting and is able to talk confidently about improvements made since opening. He is starting to embed a process to evaluate and review the quality of the provision in partnership with the staff team and families. Effective induction procedures, regular informal team meetings and on-the-job training support staff to develop their practice. Some of the staff work within the host school and good use is made of these links to enhance most children's ongoing well-being and interests. Parents talk positively about the setting and the fun and exciting activities their children take part in.

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

Children have an enjoyable time at the club. They arrive in good spirits and settle quickly into their activities. Children have access to a large outside area and spend time in the woodland area absorbed in activities inspired by the Forest School ethos. They invent games, making mud pies for their restaurant, or simply relax with friends in one of the natural dens. Children move around freely, making choices about their play from a range of well-organised resources. They build models with bricks, working out how to solve problems they encounter as their models become more delicate. Children have opportunities to be creative as they play with clay or draw pictures. They show delight as they make large bubbles and staff are quick to support children to make more bubble wands as it becomes clear how popular the activity is. Social skills and self-confidence are supported well. Enthusiastic staff encourage children to be independent and follow their own games and ideas but are ready to help and give support if needed. The needs of children who have special educational needs or disability are excellently supported.

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

Children develop secure bonds with staff. They behave extremely well and older children play harmoniously with younger ones. They show caring attitudes towards one another as they help each other with games and activities. Children are polite and can often be heard saying please and thank you. They naturally share and take turns. Children have good opportunities to be physically active in the directly accessible outside area and to learn to manage age-appropriate risks. Children are learning about healthy lifestyles. They grow fruit and vegetables in the setting and take part in activities to try new foods. Staff encourage children to follow good hygiene routines and encourage them to eat their sandwiches first from their packed lunches. Children's independence is developing well. They know to hang up their own coats and bags when they arrive and help to clear away after snack time. Staff support children to respect the toys and to tidy up when they have finished playing, promoting a growing sense of responsibility. Staff are good role models and treat children with respect.

## Setting details

<b>Unique reference number</b>	EY494551
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1030031
<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 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	160
<b>Name of registered person</b>	Smartkidz Play And Learn Limited
<b>Registered person unique reference number</b>	RP534963
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07843663554

Smartkidz Play And Learn Ltd was registered in 2015. The club employs five members of childcare staff, three of whom hold appropriate early years or playwork qualifications at level 3. One member of staff is working towards a level 3 qualification. The club opens from 7.30am to 8.50am and 3.15pm to 6pm during school term times and from 8am to 6pm during the main school holidays except Christmas.

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