

Inspection of Littlelegates @ Claypole School

Claypole C Of E Primary School, School Lane, Claypole, Newark, Notts NG23 5BQ

Inspection date:

10 May 2022

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the setting and show independence as they take their belongings to the correct place. They speak confidently to staff about their day at school. Children explain that they have been exploring yeast during a science lesson. They have learned that yeast is active and living. Staff extend this learning further by telling children that yeast is an ingredient in bread. Staff suggest making bread as a future activity and children are keen to try this.

Children are excited by the variety of activities that staff provide. Younger children enthusiastically develop a plan to make a spaceship from boxes and food containers. They persevere to find the end to a roll of masking tape. These children develop practical skills as they use this tape to attach their chosen boxes together. They show pride in their achievements. Older children recognise what they need to do to keep themselves safe during their play. They ask staff for a safety mat when they want to practise their gymnastics. This shows that children have an awareness of risk. Children move freely between inside and outside. They have access to fresh air and are encouraged by staff to exercise. Children cooperate and play ball games as a team.

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

- Staff provide children with healthy meals. There is a procedure in place to ensure that dietary requirements are catered for. Children say they like the food that is cooked. They are asked for their suggestions to the weekly menu, and adaptations are made accordingly. Staff use mealtimes as an opportunity to discuss a balanced diet with children. They have conversations to promote good oral hygiene routines. This supports children to have healthy lifestyles.
- Children demonstrate that they are responsible and help the setting run smoothly. For example, children line up and wait for their dinner to be served. They sit and share mealtimes as a group, displaying good table manners. After children have eaten, they take their plates and cutlery to the kitchen. They do this without prompting.
- Children show that they have secure attachments with staff. Younger children are assigned a key person to make sure their care needs are being met. When children have minor accidents and become upset, they are comforted by the care given by attentive staff. As a result, children quickly recover from these accidents and return to feeling happy.
- Parents speak highly about the provision. They say that the setting gives children an opportunity to socialise with their friends out of school, which is something that they have missed during the COVID-19 pandemic.
- Staff are sensitive to what is happening in the lives of the children who attend

the setting. They know that older children are sitting exams to conclude their primary education. They recognise that some children have mixed feelings about moving on to secondary school. Staff use some strategies to support the emotional well-being of these children. However, the manager recognises that this is an area for further staff development. She has plans in place to extend staff's knowledge and skills around working with older children.

- The behaviour of older children is sometimes disruptive. On the whole, staff address unwanted behaviours, however, on occasion they do not respond when children talk unkindly about their friends. This is not the case for younger children. These children are kind and considerate of their friends. For example, when a child asks another to play outside, they respond by saying, 'No thank you, I have played a lot outside already.' The setting does not liaise with the school which it operates from to offer children a consistent approach to behaviour management.
- Staff celebrate the achievements of children in the setting. Children are involved in planning a picnic tea to mark the end of an exam period. This helps children feel valued. It recognises children's successes and milestones as they get older.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs to look out for that might suggest a child is at risk of harm. They know what to do if they have a concern of this nature. Staff know about the 'Prevent' duty guidance. Staff are alert to the risks that children may face as they get older, such as being groomed on the internet. They work with parents to avoid this happening. Children play in a safe and secure environment. Toilet and kitchen facilities are clean and hygienic. The manager ensures staff are suitable to fulfil their roles. She checks the ongoing suitability of staff.

Setting details

Unique reference number	2542405
Local authority	Lincolnshire
Inspection number	10215389
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	40
Name of registered person	Charlotte Warren, Gavin Naismith & Elizabeth Naismith Partnership
Registered person unique reference number	RP521873
Telephone number	01636626067
Date of previous inspection	Not applicable

Information about this early years setting

Little Gates @ Claypole School offers after school care. It is situated on the grounds of Claypole Primary School, Newark. It operates from 3.30pm until 6pm, Monday to Friday, term time only. The setting employs seven staff. Two hold relevant level 4 qualifications, and two hold level 3 qualifications.

Information about this inspection

Inspector
Charlotte Whalley

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.
- Children confidently communicated with the inspector during the inspection.
- The manager gave the inspector a tour of the setting.
- The inspector spoke to two parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector observed staff and children's interactions throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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