

Inspection of Premier Education Activities - Layer De La Haye Primary School

Layer De La Haye C Of E Primary School, 19 High Road, Layer-de-la-haye,
Colchester CO2 0DS

Inspection date:

28 March 2024

**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 club hall with their class teachers. They are cheerfully greeted by staff on arrival. Children are keen to find out what they will be doing in the session. Younger children are allocated a key person, who is responsible for their care and well-being. This helps provide children with familiar faces and offers them consistency.

Children have fun and enjoy a range of activities planned for them, both indoors and outside. For example, some children join in with drawing activities, other children choose to partake in physical activities outside. Children thoroughly enjoy a game of 'crack the code'. They use cones to generate secret paths for others to guess the sequence. This helps children to develop logical thinking and problem-solving skills.

Children build on their social skills as they interact with one another. They enjoy each other's company and have developed good friendships. They are kind to their peers and play harmoniously together. Children are curious to find out who the visitors are in the club and introduce all the children. They explain who is the eldest and who is the youngest. Children are keen to share their views about what they enjoy doing at the club.

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

- Staff have formed good partnerships with the host school. The school shares key information to ensure that all children, including those with special educational needs and/or disabilities, have the same access to the club. This helps to ensure that staff know how to support children's individual needs and promotes continuity of care.
- Staff create a calm and relaxed environment for children after a busy day at school. They plan and provide different activities, such as puzzles, games and arts and crafts, to meet children's interests. Children spend extensive amounts of time making flags from around the world and explaining to adults where some of their families live. Other children enjoy some quiet time as familiar staff read their chosen stories.
- Children enjoy making their own food. They make independent choices about the foods they would like to make and eat. Children use these times to talk to others about their day at school. Effective procedures are in place to support children who have food allergies to ensure they are kept safe.
- Staff are good role models who support children's behaviour well. Children listen attentively and follow instructions. Staff ensure that children understand what they will be doing in the club session and what activities are on offer. This gives

children a sense of security and familiarity with routine.

- Children are learning the importance of healthy lifestyles. Staff provide reminders at key moments of the importance of washing hands, for example, before they prepare food. Children have regular opportunities in the well-resourced outdoor area. This provides children with plenty of opportunities to be physically active.
- Staff understand their responsibilities to keep children safe. They regularly undertake appropriate training to support their knowledge. Staff are alert to the signs and indicators that may mean children are at risk of harm or abuse. They understand the action that they need to take if they have concerns about a child's welfare. Staff work well together to supervise children closely as they move freely between indoors and outside.
- Staff help children to be aware of their own safety. For example, at the beginning of the session, staff explain to the children the areas where they cannot play as staff will be using cooking equipment to cook the toasties that they make. Children respond positively to these routines and boundaries, to keep themselves and others safe.
- The provider reflects on the provision to identify areas to improve. Parents and children are asked to complete surveys to seek their views. Children explain what they enjoy doing and what foods they like to eat. This helps children to feel valued.

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	2746613
Local authority	Essex
Inspection number	10336155
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	18
Number of children on roll	32
Name of registered person	Premier Sportscoach Solutions Limited
Registered person unique reference number	RP910115
Telephone number	07855521368
Date of previous inspection	Not applicable

Information about this early years setting

Premier Education Activities - Layer De La Haye Primary School registered in 2023. The out-of-school provision employs two members of childcare staff. Both members of staff hold appropriate qualifications. The provision is open from Monday to Friday 7.45am to 8.45am and from 3.15pm to 5.15pm term time. The provision is open from Monday to Friday 9am to 3pm during school holidays.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- The manager showed the inspector around the club and explained how the play environment is organised.
- The children told the inspector about their friends and what they like to do when they are at the club.
- The inspector looked at relevant documentation, including the daily attendance register, and evidence of the suitability of staff.
- Staff 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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