

Inspection of Premier Wraparound care at Avanti Meadows Primary School

Avanti Meadows Primary School, Farnham Road, Bishop's Stortford CM23 1FQ

Inspection date: 17 July 2025

**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 this welcoming setting with enthusiasm and are happy to see staff, with whom they have formed secure and trusting relationships. They are eager to explore the rich range of activities that reflects their individual interests and builds on what they are learning in school. Children use paint to express their creativity. They enjoy the freedom to create their own colours by mixing different colours together to create new ones. Children paint intricate paintings of people who are familiar to them. Staff show a genuine interest in children's achievements and offer an abundance of praise. This contributes to children's high levels of self-esteem. Children express that they thoroughly enjoy their time at this setting. They spontaneously say, 'I want to stay here.' All staff are positive role models. Excellent staff team communication results in the seamless transitions.

Children are incredibly confident and engage exceptionally well with staff, visitors and one another. They show empathy for their friends who have minor accidents. Staff skilfully use these moments to ask children how they are feeling and introduce them to emotional literacy. Staff read to children with great intonation. Their effective use of questions encourages children to express their thoughts and ideas. Older children welcome younger children in their play. They all have a wonderful time playing a parachute game. Children laugh and squeal with delight. They take turns to take on the character of a lifeguard to rescue their friends from the nominated shark.

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

- Staff work in partnership with parents to create a two-way flow of information. Leaders and staff form early bonds with children and their family prior to them attending the setting. They seek comprehensive information from parents to understand how to meet their children's needs. Leaders and staff actively seek the views of parents and children and use this to inform the setting's activity programme and menus. Parents appreciate how staff create a safe environment for their children. They explain how their children enjoy attending and describe staff as 'friendly' and 'polite'.
- Partnership with the host school is a key strength. Staff work closely with school staff, particularly children's teachers. This effective collaboration promotes children's emotional well-being and their continuity of care. Children with emerging needs receive targeted support through a coordinated approach with the school. Agreed strategies are consistently implemented. This enables children to feel secure and fully included so they enjoy their time at the setting.
- Staff support children to develop a healthy lifestyle. Children follow hygiene routines and engage in a variety of physical activities, including team sports,

such as tennis and tag. Gymnastics and yoga sessions further support their strength, balance and flexibility. The use of mindfulness and storytelling through yoga helps children focus and contributes to managing their emotions effectively.

- Staff adopt the same behaviour management strategies as the school. This helps children to understand consistent expectations and supports children to feel safe and secure. Staff successfully implement these through the setting's fun agreement to help children understand the expectations in place. Children demonstrate a clear understanding of the agreement's four principles as they explain to staff what they will do to fulfil these.
- Overall, staff encourage children to be independent individuals. Children confidently choose from a range of healthy, nutritious foods and show enthusiasm when preparing their own snacks. However, staff do not always provide consistent reminders for all children to clear their plates and tidy up after eating. This limits opportunities for some children to develop high levels of independence and receive consistent messages about responsibility. Mealtimes are a calm social experience. Staff sit with children and express a genuine interest in children's day at school and their plans for the weekend. They engage in meaningful discussions and consistently respond to children's inquisitive questions, such as 'What will happen if you eat lots of jam?'
- Leaders place a high priority on supporting staff to understand their roles and responsibilities as soon as they are appointed through a robust induction process and the support of an experienced mentor. Leaders regularly observe staff practice and conduct venue assessments to help them swiftly identify and address any areas of the setting that require attention. Leaders successfully support staff to adopt a reflective approach to their own practice. Frequent supervisions serve to continue to build on staff's knowledge and skills. Leaders know staff's individual strengths and use these well to benefit children. Staff have access to a knowledge hub and a wealth of varied training opportunities. Following recent training, staff have a secure understanding of how to implement positive behaviour management strategies that are tailored to meet the individual needs of children. New knowledge is shared with the whole team to adopt a consistent approach. Staff are dedicated to their role. They talk about how much they enjoy supporting the next generation.

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	2795491
Local authority	Hertfordshire
Inspection number	10414206
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	3 to 11
Total number of places	50
Number of children on roll	45
Name of registered person	Premier School Limited
Registered person unique reference number	2795490
Telephone number	01279 598575
Date of previous inspection	Not applicable

Information about this early years setting

Premier Wraparound care at Avanti Meadows Primary School registered in 2024 and is independently run. The setting employs eight members of staff, one of whom holds an appropriate qualification at level 3. The setting operates from 7.25am to 8.25pm and from 3pm to 5.30pm, Monday to Friday, during term time. It also operates from 8.45am to 4pm, Monday to Friday, during the school summer holiday period and inset days.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- The inspector and head of childcare took a tour of the areas used by the setting and discussed the play opportunities provided for children.
- A joint observation was carried out by the head of childcare and the inspector.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- The views of parents spoken to on the day were taken into account.
- The inspector held a meeting with the head of childcare. She looked at a sample of key documentation on request, such as 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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