

Inspection of Playtime

Mayfield School, Warwick Road, Cambridge, Cambridgeshire CB4 3HN

Inspection date:

3 July 2024

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and excited as they arrive at the club after school. Staff encourage children to take part in a good range of physically active games, such as football and basketball. They competently organise themselves into teams, playing energetically and with lots of enthusiasm.

Staff sensitively support all children to join in and take part. They recognise each child as an individual and gently guide them when they are unsure. Children behave well. Staff give meaningful praise to children for their positive behaviour and individual achievements. This contributes to children's positive sense of themselves. Sometimes, when children have difficulty in regulating their behaviour, staff intervene and help them to find solutions. Children quickly resolve minor conflicts, play harmoniously together, and understand the need to share and take turns.

Children respond to the caring, nurturing approach of all staff. They recognise that staff are genuinely interested in them and value their contributions. This helps to create a positive environment, where children are enthusiastic and develop confident attitudes that support their ability to learn. Staff offer praise and help children to celebrate their successes.

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

- Staff deploy themselves well to help children as they play. They communicate effectively as a team, ensuring children are always supported by a familiar adult. Staff know how to manage and minimise potential risks to children. They remind children how to keep themselves safe as they play.
- Children are engaged and settled. They have good opportunities to relax and develop their social skills as they interact with others. Children draw and like being creative. They spend time absorbed in creating complex designs with small beads.
- Staff have established a good working relationship with school staff, and they talk to teachers regularly to exchange key information. They find out about children's time at school. This helps staff to plan activities that complement children's learning.
- Staff work well with parents to find out about their child's needs and interests. They exchange information about children's activities and time spent at the club. This helps to promote good continuity of care. Many parents comment that staff are very friendly and approachable and their child looks forward to their time at the club.
- Staff ask children about their interests and use this information to plan daily

activities. They make sure children have a good selection of resources to choose from. Children talk about the activities they like to do and are delighted to find their favourite toys are available. This adds to children's enjoyment of their time at the club.

- Children understand the importance of following sensible hygiene routines and wash their hands before snack. Children enjoy some fruit and vegetables on arrival. Later they eat toast prepared by staff and help themselves to drinks. However, children sit on the floor to eat as there are not enough tables and chairs. This also means they do not have the opportunity to enjoy the social aspect that sitting together brings.
- Children enjoy each other's company. They are kind, cooperative and show good levels of respect and tolerance for others. Children say they enjoy coming to the club and they like to play with their friends.
- The provider monitors staff practice and together they discuss any issues. They reflect on the provision they offer to ensure it meets the needs of the children. Staff say that they are happy working at the club and feel very well supported in their role.

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	EY280529
Local authority	Cambridgeshire
Inspection number	10339397
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	45
Number of children on roll	80
Name of registered person	Thorp, Benjamin Michael
Registered person unique reference number	RP513540
Telephone number	07899 865624
Date of previous inspection	31 July 2018

Information about this early years setting

Playtime registered in 2004. The club is located in Mayfield School, Cambridge. It is managed by a private provider. The club employs five members of childcare staff. Of these, two hold appropriate qualifications. The club opens from Monday to Friday, during school term time only. Sessions are from 3pm to 6pm. During some school holidays, the club opens 8.30am until 6pm, Monday to Friday.

Information about this inspection

Inspector
Emma Bright

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 manager and has taken that into account in their evaluation of the club.
- The inspector had several discussions with the provider to explore how the club is led and managed. The inspector carried spoke to staff at appropriate times during the inspection.
- The provider 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.

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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