

Inspection of The Play Base

C/O Barkston Ash RC Primary School, London Road, Barkston Ash, TADCASTER,
North Yorkshire LS24 9PS

Inspection date:

28 February 2025

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and enjoy their time in this welcoming and inclusive setting. They show how they feel safe as they greet their friends and staff warmly on arrival. Children form strong relationships with the supportive and enthusiastic staff, who know them well. All children, including those with special educational needs and/or disabilities (SEND), are supported to feel valued and included.

Children engage well in the wide range of activities and experiences on offer, which are planned around their interests. Staff provide a variety of experiences that encourage children to develop their own thoughts and ideas. For example, children take part in a 'maths hunt' during outside play. Older children use rulers to compare sizes of plants and talk about which one is 'taller' and 'longer'. Younger children count how many birds they can find in the sky. Staff interact well with the children as they play and explore.

Children's behaviour is extremely good. Staff are positive role models, who set clear expectations with children that are fair and consistent. Children are encouraged to help and create their own rules, promoting a sense of ownership. Staff are kind and caring in their approach and consider children's emotional and individual needs as they manage behaviour. Children listen carefully and respond to instructions well.

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

- The voice of the child is at the heart of this setting. Managers and staff value children's opinions and encourage them to contribute their thoughts and ideas. For example, in response to recent feedback, staff have incorporated a sewing and crochet activity for children. In addition, managers gather feedback from parents and staff through questionnaires and team meetings to reflect on their practice and make improvements.
- Managers and staff support children to lead a healthy lifestyle. Children have plenty of opportunities to be active and get fresh air each day. They enjoy roller skating, running games and using scooters and bikes. Children choose from a wide range of fresh fruit and healthy snacks each day. Snack time is a social occasion, where staff speak to the children as they eat about healthy choices.
- Staff work well as a team and are very well supported at this setting. There is a well-being officer, who takes on the responsibility of looking after staff's welfare. Staff receive regular team meetings and supervision sessions and work in close partnership with the linked day-care setting where staff also work. This helps to provide consistency for children and parents. All staff attend regular training to keep their skills and knowledge up to date.

- Managers and staff have excellent working relationships with the teaching staff at the on-site host school. They share relevant information about children which helps them to offer support and meet their individual needs. Staff talk about what children have been learning at school and help them with their homework. This helps provide children with a positive and consistent link between the school and the setting.
- Managers and staff provide tailored support for children with SEND. They work together with children's teachers and parents to ensure that children have the appropriate support for their specific needs. For example, staff contribute to children's care plans and review them together with the school. Parents praise the support their children receive and say that they feel well supported by inclusive staff.
- Staff make good use of the opportunities presented to promote children's independence. Children help to prepare snacks, serve their own food and empty their plates when they have finished. Staff encourage children to choose what they would like to do and children confidently select their own resources to extend their play. This promotes children's confidence and supports them to become independent.
- Partnership with parents is excellent. Staff provide parents with daily feedback about their child's time at the setting. Parents feel that staff know their children extremely well and are confident that their children are happy and safe. Children comment that they love coming to the setting and enjoy the creative activities on offer and seeing their friends.

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	EY317308
Local authority	North Yorkshire
Inspection number	10380899
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	35
Number of children on roll	73
Name of registered person	The Playbase Partnership
Registered person unique reference number	RP904529
Telephone number	01937 557 602
Date of previous inspection	27 June 2019

Information about this early years setting

The Play Base registered in 2005 and is located in Tadcaster, North Yorkshire. The setting employs seven members of childcare staff, of whom two hold appropriate early years qualifications at level 3, one at level 5 and two at level 6. The setting opens Monday to Friday during school term time. Sessions are from 7.30am until 9am and 3.15pm until 6pm.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The inspector and managers completed a learning walk across all areas of the provision to understand how leaders and staff organise the environment.
- The inspector observed activities and the quality of staff's interactions with children. She talked to the managers and staff at appropriate times throughout the inspection.
- The inspector spoke to children and observed their activities. She spoke to parents and considered their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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