

Inspection of Premier Letchmore Wrap Around Care

Letchmore Infant School, Letchmore Road, Stevenage SG1 3PS

Inspection date:

15 November 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 attend this setting with great joy and enthusiasm. They have many opportunities to choose what they would like to explore and access with help and support from the staff. The environment is stimulating with fun and exciting activities. For example, children enjoy exploring the dinosaurs activity. They confidently name all types of dinosaurs, categorising them as herbivores and carnivores. Children play well together and engage in conversations with each other. This helps strengthen their social interactions and builds on their confidence and self-esteem.

Children have strong relationships with the staff and understand the setting's established routines. Children are confident to approach staff, such as to ask for help with supplying new resources and activities. Children have many opportunities to be active and learn about healthy lifestyles. For example, children engage in a basketball game in the school hall to further develop their gross motor skills and hand-to-eye coordination. They follow the rules of the game with confidence and work as part of a team. Furthermore, they are fascinated to engage in a tag game. This helps consolidate their balance and coordination and listening and attention skills.

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

- Staff and leaders offer inclusive practice. They take children's interests into consideration when planning a range of fun and exciting activities. The setting benefits from a robust settling-in process. As a result, staff ensure all children are happy and engaged in activities that spark their curiosity and excitement.
- Staff are excellent role models for the children. They model language well and engage in meaningful conversations with the children. Staff support children's independence, creativity and imaginative skills. For example, they encourage the children to build a Christmas tree using construction pieces, while discussing their own experiences around this event.
- Children enjoy exploring puzzles, independently and in small groups. They persevere when obstacles occur and concentrate intently at this activity. Furthermore, staff engage in discussions with the children to support their problem-solving and critical thinking skills.
- Children behave very well and have excellent manners. They show high levels of respect towards their peers and staff. For example, while in the school hall playing a game of tag, children cooperate very well with their peers. Staff give clear instructions and explanations, and children understand the expectations for appropriate behaviour.
- Children have access to a wide array of books. Staff encourage children to read

independently or in small groups. For example, a group of children reading a book about a unicorn engage in meaningful conversations about things that are extinct. This builds on children's vocabulary and communication and language skills.

- Staff benefit from regular supervision meetings and training that enable them to develop their practice and knowledge. They feel very well supported in their role and career growth. In addition, they say they are happy working at this setting.
- Leaders have a clear and ambitious vision for the setting. They constantly reflect on their practice and strive to deliver high-quality care and inspirational activities for the children. Leaders value the staff and place great emphasis on their well-being and professional development. As a result, they have strong and effective training programmes in place, which are delivered to the staff at regular intervals.
- Partnerships with parents are strong and effective. Staff work very well with the parents to find out about the children's needs and interests. This promotes a good continuity of care and adds value to the setting's overall practice. In addition, leaders aim to involve parents more in delivering high-quality activities.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have sound knowledge and understanding of safeguarding, including wider aspects, such as the 'Prevent' duty. Staff understand the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. There is a robust induction process in place to ensure all staff complete regular and relevant training to keep their safeguarding knowledge current and up to date. Policies and procedures are effective and accurate and reviewed regularly. These are implemented accordingly and shared with staff and parents. Staff carry out regular risk assessments to assure children's safety and welfare. Furthermore, effective staff deployment means that children are well supervised and cared for.

Setting details

Unique reference number	2597274
Local authority	Hertfordshire
Inspection number	10251429
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 8
Total number of places	40
Number of children on roll	67
Name of registered person	Premier Agents Limited
Registered person unique reference number	2578983
Telephone number	07841671831
Date of previous inspection	Not applicable

Information about this early years setting

Premier Letchmore Wrap Around Care registered in 2020 and is situated at an infant school in Stevenage, Hertfordshire. The provision offers care before and after school and employs eight members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 3. The provision opens Monday to Friday, during term time only. Sessions are from 7.50am to 8.45am and from 3pm to 6pm.

Information about this inspection

Inspector

Anca Sandu

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 provision.
- The provider showed the inspector around the provision. They discussed how the provision, and the activities are organised.
- The inspector observed the interactions between staff members and children and assessed the impact this has on children's well-being and learning.
- The inspector had a discussion with the staff members about the activities provided for all children.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the leaders. She looked at the relevant documentation and reviewed evidence of suitability of the staff to work with children.

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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