

Inspection of Playtime Paradise Wraparound @Havannah

Havannah First School, Primrose Lane, Newcastle Upon Tyne NE13 9FR

Inspection date:

1 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 are greeted warmly by staff when they are collected from their classrooms at the end of the school day. They are eager to go and find their friends. After their snack, children quickly become engaged in a range of different activities. The craft table is especially popular, as children create their own beach scenes using a variety of resources. Staff support younger children to use scissors and encourage them to try out different materials. Older children negotiate the rules as they take turns racing cars around a track. They help each other to make bracelets using elastic bands. Staff explain how they regularly change what they put out for the children, to ensure it reflects children's interests. The atmosphere within the club is calm and purposeful as children chat and play together.

Children benefit from the use of extensive outdoor space. Here they can take part in ball games, skipping or go hunting for insects. Staff readily join children in their play, which children welcome.

Children behave extremely well. They are polite and kind to each other. Staff support children to remember the rules and boundaries. They are always on hand to provide reassurance to children who may be a little tired at the end of the day.

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

- Staff clearly know the children very well. They are highly attentive to children's needs and check on them regularly to make sure they are happy and settled. Children are treated with the utmost respect and kindness. Staff make sure that all children feel welcome and included.
- Staff provide a stimulating variety of resources to ensure children are actively engaged throughout the time they spend in the setting. These reflect children's different ages and stages of development. They find out about what children are learning in school, and take account of this in their planning. This further promotes children's progress and engagement.
- The procedures for new starters are carefully considered so that the youngest children are supported to feel settled and secure as quickly as possible. They have a key person who liaises with parents and the school to ensure children's needs are met. Handover arrangements at the start and end of the school day are effective. Important information is exchanged between school and club staff to support children's safety and well-being.
- Support for children with special educational needs and/or disabilities is a strength of the setting. Managers work closely with parents and with school staff to ensure that strategies used are consistent. Staff demonstrate a secure understanding of how to meet individual children's needs so that they can fully

benefit from the opportunities available at the setting.

- Although children generally know what is expected of them, the daily routine is not always consistent. For example, some children are not reminded to put their bags and coats away on arrival. They are not clear about handwashing arrangements. On the day of inspection, the arrangements for snack did not appear familiar to the children. Leaders recognise these areas for development and identify ways of improving practice.
- Parental feedback is highly positive. Parents value the fact that their children thoroughly enjoy attending the setting, both the before- and after-school club, and during school holidays. They find the managers and staff to be extremely approachable and communication arrangements to be effective.
- Children are supervised vigilantly by the attentive staff. The premises are safe and secure. Appropriate risk assessment procedures are in place. Staff fully recognise their responsibilities to safeguard the children in their care.
- Leaders are highly reflective. They are quick to identify areas for development and welcome support and advice from their local authority. They ensure that staff can access a wide variety of different training opportunities to develop their practice further. Recruitment and induction procedures are robust, as are systems to check that staff remain suitable to work with children.

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	2728134
Local authority	Newcastle upon Tyne
Inspection number	10392817
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 13
Total number of places	89
Number of children on roll	100
Name of registered person	Playtime Paradise Wraparound Ltd
Registered person unique reference number	RP905830
Telephone number	07941413728
Date of previous inspection	Not applicable

Information about this early years setting

Playtime Paradise Wraparound @ Havannah registered in 2023 and is located in Havannah First School, Gosforth. The club operates before and after school, from 7.30am to 9am, and 3.15pm to 6pm, during term time. The holiday club operates Monday to Friday, from 8am to 6pm.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between staff and the children.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- Parents shared their views of the provision with the inspector.
- The inspector looked at relevant documentation and reviewed 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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