

Inspection of Re:Play @ St John Fisher

ST JOHN FISHER RC JMI SCHOOL, Hazelmere Road, St Albans AL4 9RW

Inspection date:

20 March 2025

**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

The staff team creates a warm and nurturing environment where children enjoy attending. As children arrive at the club, they are welcomed by the friendly staff team. Staff ask children about their day, showing real interest in what the children are saying. This builds on the relationships they have with each other. Children laugh and joke together as they revisit things that have happened during their day.

The youngest children are met by their key person, who uses their knowledge of the children to initiate conversation. The key-person system is robust, and staff have excellent knowledge of their children. For example, staff ensure certain activities are out for the children when they first arrive to help them to settle. Staff happily play with children. They enhance their play and encourage them to develop their imagination.

Staff gather information from parents to ensure they can meet children's individual needs. Staff are deployed well and consistently support children to engage in their play. Children behave well, are kind and caring and cooperate with one another. Older children are impressively kind, behave exceptionally well and willingly help younger children.

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

- The provider has a clear vision for providing high-quality care. She seeks the views of staff, parents and children to help identify effective targets and drive ongoing improvements. Parents comment on the friendly and consistent staff team at the club. Planned activities within the club are shared with the children, and they add in their own thoughts and wants, giving them a sense of ownership at the club.
- All staff support children to develop a good knowledge and understanding of the wider world. Children learn about different festivals and traditions of other countries and religious beliefs. Where children celebrate festivals themselves, they proudly share their knowledge with the others. Staff encourage children to be respectful of each other and their choices.
- Children develop their social skills and enthusiastically take part in games together. For example, they enjoy games such as football or tag. Older and younger children mix with ease. The older children welcome the younger ones into their play. They talk to them about what they are doing while allowing them to bring their own ideas to the game.
- Staff implement effective routines to support children's health and hygiene. Children independently wash their hands in preparation for snack. Staff encourage children to pour their own drinks and spread their own butter, helping

children to practise their self-care skills and independence. Snack time is a sociable time, and children and staff talk together, much like a family meal. Staff talk of their enjoyment of this time as they find most children join in conversations when they are comfortable and relaxed.

- Children enjoy the art activities that are made available. Children enjoy the freedom they have to create their own projects as well as joining in the adult-led creations. Children listen intently to staff as they talk them through the process of making a fairy door. As they complete stages of the process, they proudly show staff, receiving praise, which builds on their self-esteem.
- Children with special educational needs and/or disabilities are very well supported by staff. For example, staff talk to teachers at the school to share strategies to support children to access the club. Leaders feel very strongly that the after-school club should be accessible to all children.
- Staff are very happy in their roles. They report that they love coming to work and feel extremely supported by the management. They have regular professional development opportunities to further their knowledge and understanding of safeguarding and child development. Regular meeting with the provider gives staff opportunity to talk about their strengths and weaknesses and any issues or concerns that may arise. Daily conversations before the club begins ensure all information about children is shared effectively.

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	EY543196
Local authority	Hertfordshire
Inspection number	10372377
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 11
Total number of places	40
Number of children on roll	195
Name of registered person	Re-Play at Skyswood Limited
Registered person unique reference number	RP908198
Telephone number	07761 678471
Date of previous inspection	16 April 2019

Information about this early years setting

Re:Play @ St John Fisher registered in 2016. The club operates from St John Fisher Catholic Primary School in St Albans, Hertfordshire. It employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The club opens Monday to Friday, during term time. It operates a breakfast club from 7.30am to 8.45am. An after-school club operates from 3.15pm to 6.15pm. During the school holidays, a holiday club operates from Monday to Friday, except for bank holidays. A variety of sessions are available from 8am to 5pm.

Information about this inspection

Inspector
Lisa Smith

Inspection activities

- The inspector and provider took a tour of the club. They discussed how the club is organised and the play opportunities provided for children.
- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector spoke to the provider, staff and children at appropriate times during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.

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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