

The Play Pad LFE Ltd

Unique reference number (URN): 2791970

Address: Stafford Leys Cp School, Stafford Leys, Leicester Forest East, LEICESTER, LE3 3LJ

Type: Childcare on non-domestic premises

Registered with Ofsted: 14/06/2024

Registers: EYR, CCR, VCR

Registered person: The Play Pad LFE Ltd

Inspection report: 1 July 2026

Exceptional

Strong standard

Expected standard



Needs attention

Urgent improvement

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard 

Children know the club's rules and routines well, embedded by staff. They know where to put their book bags and belongings on arrival. Additionally, they wash their hands and take their water bottles when getting ready for their meals. Children develop patience when waiting for their name to be called as they line up to collect their food. Staff encourage children to develop their independence skills. For example, children learn to spread their own butter, pour their own milk and clear their plates. When children find something difficult, staff model how to achieve and allow children to try again. Children develop resilience skills. Staff regularly praise children's efforts. Overall, children develop positive attitudes to learning.

Staff give clear and simple instructions, where children respond swiftly. For example, children work well together tidying their toys away to where they belong. Staff plan plenty of opportunities for children to play together. For instance, children work as a team to make a jigsaw and play circle games alongside their peers and staff.

Leaders and staff work well with parents, sharing advice and strategies to support children's behaviour. Leaders and staff also promote attendance with parents and follow up any unexplained absences.

Children's welfare and wellbeing

Expected standard 

Leaders and staff provide a well-balanced diet and adapt menus, when needed, based on children's needs, such as allergies and intolerances. This information is shared among all staff and food is carefully prepared. Leaders and staff also provide up-to-date guidance and advice on oral health and healthy eating to parents to help support possible home learning. During mealtimes, staff model good manners, which children copy. However, from time to time, staff do not consistently encourage children to have meaningful conversations during mealtimes to further promote their social skills and help develop a deeper understanding of healthy lifestyles and choices.

Children develop some good hygiene practices, such as they are encouraged to put food in the bin that has fallen on the floor. Although children know they need to wash their hands before eating, some children share the same small hand towel to dry their hands. This is not fully supportive of effective handwashing procedures.

Leaders and staff gather vital information about children from the very beginning to adapt their provision. They offer flexible settling-in sessions working with the children and their families. Staff introduce toys and resources of interest to children to share with their peers. For instance, children share their passion for teaching phonics. They play with their peers using whiteboards and pens. Staff regularly talk to children about their school day and future holidays, when accessing the provision. Children develop positive bonds with staff and their peers.

Inclusion

Expected standard 

Typically, leaders and staff work well with parents and the host school to accurately assess children's needs. They use this information to put in place appropriate support when necessary. For example, staff adapt routines for children in their care to help them settle into the provision. They have also recently implemented a 'calm corner,' to support children to talk about their emotions. This particularly supports children during times of transition, such as at the start of the day when separating from parents or coming into the club from the joining school.

Although there were no children attending with special educational needs and/or disabilities, leaders and staff know to work in partnership with parents, the host school and outside agencies to make referrals and put in place consistent strategies. They support children with any concerns through careful monitoring, working closely with the joining school.

Staff support children's needs well. They adapt their interactions to reduce barriers to children's learning, such as modelling correct pronunciations and using simple language. Overall, children develop their communication and language skills to share their interests, request needs and wants during their time at the club. Leaders and staff build children's confidence over time through getting to know them from the very beginning. They find out their interests to put in place at the club. Staff reduce barriers to children's wellbeing. For instance, they play alongside children, while encouraging others to join to support their social skills. They model back-and-forth conversations and turn-taking.

Leadership and governance

Expected standard 

Generally, leaders are aware of their club's strengths and areas of improvements. Leaders ensure all staff are up to date with mandatory training to keep children safe. Additionally, they regularly meet as a team to share their passions and next steps for professional development. Staff have recently attended behaviour training, where they learned how to adapt their emotional support for the children in their care. Leaders are reflective and are focused towards continuous professional development putting in place future training to implement consistent strategies. This helps improve outcomes for the children that attend the club.

Staff speak positively about leaders support for further training and their wellbeing. Leaders give staff quiet time and regularly check in if staff need any further adaptations or support. Parents also speak highly of the care the club provides. Leaders and staff regularly share updates with parents on changes, advice and guidance to support possible home learning. Staff also keep parents well informed on children's school day and follow up any issues. Leaders and staff work well with the host school, particularly monitoring concerns to help keep children safe.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children are welcomed into the club by staff, where they have a real sense of belonging. They enjoy having their artwork on display to share with their peers. Children show pride in their achievements. They also talk about their similarities and differences planned through activities by staff. Children explore their home country's flag with staff using a book and then make their own. Children show enthusiasm when sharing their flags with their peers and staff. They proudly talk about where their families come from and describe the different flags they have made.

Children develop positive bonds with staff, where they feel safe and secure. Their interests are regularly followed by staff, where they build on their knowledge and understanding. For example, when children show an interest in maps, staff encourage children to make their own imaginative version. They talk about the different creatures they have created and where they are living on the school grounds. Children are eager to have conversations with staff during play, such as talking about their day and asking questions to find out more about a topic. They also have plenty of opportunities to create, role play, read stories and develop their physical play. Children enjoy developing their football skills modelled by staff when in the outdoors. They learn to pass the ball, which helps them take turns and build their larger muscles. Children also develop their social skills well, through many planned activities by staff. For instance, they take turns using a pool cue, when playing kids snooker, and share resources.

Children follow embedded routines, put in place by staff. They listen well following clear and simple instructions, such as putting on a hi-vis jacket before going outdoors and putting their creations in the going home box. Leaders and staff promote good attendance with parents and follow up any absences promptly. They work well in partnership with parents and the host school to help swiftly solve issues and share advice and guidance.

Next steps

- Leaders should ensure all children consistently have access to suitable facilities that enable them to carry out effective hygiene practices.
 - Leaders should support staff to continue to encourage children's conversations throughout different routines of the session, including mealtimes, to help them further develop their social skills and improve their understanding of healthy lifestyles.
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About this inspection

The inspector spoke with leaders, staff, parents and children during the inspection.

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.

Inspector:

Amy Johnson (EM)

About this setting

Unique reference number (URN): 2791970

Address:

Stafford Leys Cp School, Stafford Leys
Leicester Forest East
LEICESTER
LE3 3LJ

Type: Childcare on non-domestic premises

Registration date: 14/06/2024

Registered person: The Play Pad LFE Ltd

Register(s): EYR, CCR, VCR

Operating hours:

Local authority: Leicestershire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 1 July 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

45

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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