

Bromley Mytime at Red Hill

Inspection report for early years provision

Unique reference number	EY288108
Inspection date	28/09/2011
Inspector	Gillian Walley

Setting address	Redhill Junior School, Red Hill, Chislehurst, Kent, BR7 6DA
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bromley Mytime at Red Hill Primary School was registered in 2005 and is one of the Bromley Mytime groups. It operates from the studio. There are kitchen and toilet facilities identified for use by the group and an enclosed playground for outside play. The group operates an after school club from 3pm to 6pm and serves children attending Red Hill Primary School. Children attending Mytime Out of School club are aged between four and 11 years. The group is registered to care for 24 children under eight years, all of whom may be in the early years age group. There are currently 41 children on roll, two of whom are within the early years age range. There are three members of staff who work with the children. The manager has a National Vocational Qualification at level three while the other members of staff are qualified to level two. The setting receives support from the management committee of Bromley Mytime Charitable Trust who interview, appoint and deliver training programmes to all staff members. The club supports children with special educational needs and/or disabilities and those learning English as an additional language. The club is registered on the Early Years Register and both parts of the Childcare Register and liaises well with the main primary school to share information on the care and education of the children. There is a ramp which facilitates access to those who may require disability access.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bromley Mytime at Red Hill provides good care. All adults safeguard the children completely and nurture them as individuals so that the children feel safe and secure and have every confidence in the adults around them. The club is inclusive and mostly good provision is made for the development of children's learning through a wide range of interesting activities which enable them to make good progress. The club works in partnership with its host school, other settings within the Mytime cluster and with parents to ensure that the needs of the children are met. The new manager has evaluated the club's strengths and weaknesses extremely well, and has taken swift action to make significant improvements. As a result the club has a good capacity to improve further.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that evidence that all staff have been vetted is kept on the premises and can be inspected?? 01/11/2011

To further improve the early years provision the registered person should:

- provide children with opportunities to develop their information and communication technology skills

The effectiveness of leadership and management of the early years provision

Policies and procedures for the safeguarding of children and procedures for the vetting of all adults are sound although evidence that all staff have been vetted is held at head office and was not available on the premises at the time of the inspection. This is a statutory requirement. However, staff are appropriately trained and diligent in keeping children safe. All potential risks are thoroughly assessed and possible hazards are identified. The manager monitors any accidents and reviews aspects of provision if she detects any trends. The staff are trained in first aid and understand the hygienic handling of food. They know what precautions to take to protect children with food allergies. The children practise emergency evacuation regularly. Consequently, children develop a good awareness of safety issues and understand how to keep themselves safe in various situations. The club has addressed the issues identified at the last inspection. The new manager has increased the resources so that there are plenty of toys which are suitable for the youngest children. Parents now have a notice board where they can see the activities which are available for their children and also the staff's qualifications. The manager provides written information about important matters such as staff changes. The children develop an understanding of equality and diversity. They play and work well together irrespective of their backgrounds. Club staff ensure that every child gets the opportunity to be involved in all the activities and none are excluded. The club works well with the school to ensure that it is able to meet the needs of all children effectively, including those with special educational needs, those who speak English as an additional language and those whose circumstances make them particularly vulnerable. The manager communicates well with teachers and parents so that they really know how best to support each child to reach their potential. This ensures that children are happy, included and able to make good progress whatever their background or needs. The new manager seeks guidance from the local authority about the specific needs of some children, and all the clubs within the company work together, for example they share policies and procedures as well as resources and expertise. The club works effectively with parents and carers who hold it in high regard. The club sends out regular information and seeks parents' and carers' views through surveys and feedback sheets. Parents talk informally with staff at collection time, and are impressed by the range of activities their children enjoy.

The club runs extremely smoothly, resources are of good quality and used well. The staff work closely together and share their expertise. Although formal self-evaluation is at an early stage, the new manager has accurately identified the strengths of the club and also the areas for development. She is increasing the resources for children to play with, making better use of the outdoor area for learning experiences and also developing systems to record the progress of the children more effectively so as to enable the staff to identify more clearly children's next steps in learning.

The quality and standards of the early years provision and outcomes for children

All children show a very strong sense of security and belonging. They are happy and settled and enjoy the relaxed atmosphere. Routines such as preparing for snack time are well established and the staff have high expectations of children's behaviour. Children of all ages get on well together. The youngest children are confident in the surroundings and behave well. They develop good social skills through their positive and trusting relationships with adults and the older children. Children have a good understanding of what constitutes an unsafe situation and how their behaviour impacts on others' safety.

The club's provision enables children to adopt healthy lifestyles well. The children have their own secure outdoor play area and they also use the school's extensive and well equipped facilities. Children enjoy running and climbing on apparatus as well as skipping and ball games. The room is spacious enough for energetic games when the weather is inclement. Children adopt good habits related to their personal hygiene, for example in washing their hands before tea. They have a good understanding of the importance of a healthy lifestyle and make healthy choices at snack time. They help to prepare the snacks, they serve one another and take turns to clear away. This helps them to take responsibility and to develop their independence. The children also develop a good understanding of different cultures when they talk about celebrations and festivals such as Divali and Chinese New Year. At such times they taste foods, listen to traditional stories and learn new creative skills.

Adults are developing their understanding of the learning requirements of the Early Years Foundation Stage and provide a range of activities to promote them. These activities vary from day to day so that children get a broad range of experiences across the areas of learning. They include reading stories, modeling with clay and play dough, playing with construction sets as well as counting games and jigsaw puzzles. There are good resources to help the children develop their early writing skills and accurate drawing and colouring. The children are particularly excited about their new dressing-up clothes and enjoy role play which helps them to develop their imagination well. Currently the children do not have access to information and communication technology equipment which limits their development of skills for the future in this area.

Assessment profiles are beginning to be used to record the progress of each child and to plan for the next steps in their learning.

Children are confident and know that the adults look after them well. They play well on their own and cooperate well in pairs and groups. They choose activities for themselves and make a positive contribution to the club, for example they have negotiated their own rules to help them behave well and to make the right choices. New children settle easily because there is a good induction process and because parents are asked for detailed information which staff use in order to get to know the children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that evidence that all staff have been vetted is kept on the premises and can be inspected?? 01/11/2011