



Bromley Mytime at St. Vincent's

Inspection report for early years provision

Unique Reference Number EY289546
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Inspector Silvia Richardson

Setting Address St. Vincents Primary School, Harting Road, London, SE9 4JR

Telephone number

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Registered person Bromley Mytime

Type of inspection Childcare

Type of care Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Bromley Mytime at St Vincent's was registered in 2004. It operates from St Vincent's Primary School, Mottingham. The group has the use of the main school hall, adjoining library and computer room. There is a fully enclosed area for outside play.

The group opens five days a week after school. Sessions are from 15:15 to 18:15 term time and are available to children who attend the school. The group is registered to provide care for 24 children from four years to under eight years. The children attending the group aged 8 to 11 years are included in registered numbers. There are currently 16 children on roll. Children attend for a variety of sessions. The setting

supports children with special needs and children who speak English as an additional language.

Three full time staff work with the children. More than half the staff including the manager have early years qualifications to NVQ level 2 or 3. The setting receives support and training from the Management Committee of Bromley Mytime Charitable Trust.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The premises and equipment are clean and maintained promoting the children's welfare. Adults are aware of the importance of good hygiene routines to protect children's health. They clean tables after activities prior to tea and wear protective clothing and gloves when preparing food. Good health policies are working well in practice, because adults are conscientious in ensuring the well-being of children. Those that are unwell are excluded to protect the health of others and to ensure the best interests of the sick child. Written details are kept of any accidents that may occur, including first aid treatment, and records are shared with parents so that they are fully informed.

The children are adopting good personal hygiene habits because adults routinely encourage children to wash their hands before tea. The children understand the importance of hand washing, although adults are not regularly talking to children about how germs are spread and how children can protect their health. Children have some good opportunities to be active, such as playing indoor hockey. They also have opportunities to use a good range of outdoor play equipment, helping them to gain physical skills. Adults support and supervise active play well, but there are some missed opportunities to talk with the children about the importance of an active life-style and the benefits of exercise to their health.

The children are offered a balanced range of nutritious and wholesome teas. They enjoy their food because they have choices and a variety of options are available. The children are very capable of making a contribution to meal times, through making their own sandwiches for example, but food is usually prepared and served to the children by the adults, limiting their opportunities to develop self-serve skills. Although the children are offered healthy alternatives and options, such as sugar-free drinks and a variety of fruit, there is very little discussion taking place about healthy eating and the benefits of good nutrition. There are missed learning opportunities at tea times to talk about healthy options, especially as both fruit and biscuits are offered.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children's safety is promoted through adults setting rules about expectations of behaviour, such as not climbing on apparatus or running around the area set out with

tables. Children ask before leaving the hall to use the bathroom and line up at the door together before moving to other areas of the premises, such as the computer room. The children understand the safety rules and are able to say how they may get hurt or lost if these are not followed. They appreciate the importance of adults keeping them safe, but within these arrangements, children are not assuming some responsibility for their own safety or that of others. The children know the dangers of climbing on the apparatus, but still do so.

The children know what to do and how to protect themselves in the event of a fire. They are well versed in evacuation procedures and can explain these clearly. Other measures are taken to ensure the children stay safe, such as risk assessments of the premises and equipment. The children constructively use a range of play equipment and materials and these are in good condition and well maintained. The children are generally safe when engaging in active play, such as indoor hockey, because an adult will play with the children, supervising them closely and ensuring safety rules are adhered to.

The children are safe on the premises after school hours because the building is secure. Good procedures are in place to protect the children, such as parents and carers ringing a door bell to be let in, and records are kept showing the time children are collected. Children are kept safe from harm and neglect because adults have a good understanding of child protection issues. They know how to seek advice and take action should concerns arise.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children settle readily on arrival to the group, as a small range of leisure activities are set out and immediately available. The children choose between some simple construction activities, such as Lego, or floor play with small life toys, such as vehicles. Puzzles, board games and placticine are arranged on separate tables and children play happily for short periods in small groups. Adults are available to sit with the children and also participate in their physically active play, supporting and supervising them in playing safely and in helping them share, take turns and play co-operatively.

The children wait to use and share resources, such as the rolling pins for the placticine. They get a little frustrated waiting as there are insufficient tools and accessories available to them to engage in satisfying activity. The overall range and balance of activities is limited, with insufficient variety to stimulate and challenge children or hold their interest for longer periods. Children are not involved or consulted in planning, so are offered activities that adults decide will be suitable for them. The children may ask for items they wish to play with, that have not been set out, but no real consideration is given to their specific interests or individual needs.

The children express much interest in using creative materials, such as scissors, glue, paper, paint and colouring pencils, but none of these resources are readily available and easily accessible to the children every session. Adults provide some planned creative opportunities, for some sessions during the week, but children

express a desire to make their own things and to use resources in their own way, in preference to being told what to make. The children have not got access each session to role-play resources, or to an area in the hall for relaxing with music and books, limiting their play and learning experiences.

Children are clearly happy and settled when using the computer room, because they know how to log on and choose computer programmes and games of specific interest to them. They behave and play well together at these times, sometimes choosing to share a computer, because they find the activity stimulating. The children's behaviour tends to deteriorate after tea, prior to the computer session, because there is little else available for the children to do.

Helping children make a positive contribution

The provision is satisfactory.

Children are encouraged to share and take turns when playing, because adults are keen to promote equal opportunities and appropriate social skills, particularly in group play situations. Adults often talk about respect for others when managing the children's behaviour, encouraging children to adopt positive attributes, such as kindness. The children take part in some practical activities that help them learn about different religious and cultural festivals. There are however, very few resources readily available to the children, portraying positive images of differences and reflecting diversity.

The children's behaviour and adherence to rules deteriorates when they are not purposefully and constructively occupied. Children become bored and restless at times because the sessions are not planned with them, and with their specific interests and needs in mind. Adults spend much time preparing, organising and doing things for the children, so there are limited opportunities for them to make a positive contribution to the group, such as setting out the hall, laying tables, preparing and serving themselves and others at tea time.

The children know the rules for the group and adults frequently remind children of these to promote their safety and to help them develop social skills. However, children are not involved in discussion and agreement about acceptable and unacceptable ways of behaving, so are less able to regulate or take some responsibility for their own behaviour. The children alternate between periods of settled and co-operative behaviour and periods of squabbling and name-calling, resulting in tears and frustration for those concerned.

The children have opportunities to reflect on their behaviour through 'time out' and through adults talking to children on an individual basis, usually in a warm and calm manner. However, this approach is not helping children to deal with their feelings or to express these appropriately. The children are not learning to consistently behave in acceptable ways and keep to safety rules, because adults are not sufficiently reinforcing desired behaviour through praise, for example, telling the children how well they are sitting at tea time.

A partnership approach is established in working with the parents, promoting the

children's welfare. Parents and carers know how their children are getting on, what they have for tea and what activities they are doing, because adults make time to talk to parents at the end of each session. Children with special needs integrate well in the group, because parents and adults work together to share relevant information, which helps to promote their inclusion.

Organisation

The organisation is satisfactory.

Adults are properly vetted, ensuring they are suitable to look after the children. A good ratio of qualified staff and assistants are employed, ensuring children receive appropriate levels of support and supervision. Policies and procedures are in place, ensuring the safe and efficient management of the setting and these are implemented effectively to promote the children's welfare. A most conscientious approach is shown towards record keeping, including accident reports and registers, so that the group can account for the times children are in their care, and keep parents and carers well informed of relevant details.

At least one adult is fully trained in first aid, so that they can make an appropriate response should an accident occur, and all adults are familiar with procedures, promoting children's welfare. At least one adult has training in food handling and hygiene, so that preparation of food promotes children's health.

The accommodation is fairly well organised so that children have easy access to toilet and wash facilities and use of the computer room and library. The children take part in both constructive activities and physical play in the spacious hall, because it is suitably arranged to create some clear space for active play. The main play area of the hall is less effectively arranged and is not organised to facilitate selection and choices of resources.

The children organise themselves in small groups around tables, to play with materials selected by adults. Children take part in a range of indoor and outdoor activities, so that they have a balance of physical play experiences. The overall schedule and programme of activities is less balanced, as it doesn't fully address children's needs for creative, exploratory and imaginary play each session.

Overall, the provider meets the needs of the range of children for whom it provides, as there are some periods in the session when the children are happy and settled. They enjoy their tea, the company of friends and generally respond well to the adults caring for them.

Improvements since the last inspection

Not Applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- create opportunities for children to talk about being healthy, the benefits of nutritious foods and an active life-style
- involve children in discussion and agreement about safety rules
- plan, organise and provide a wider range and variety of resources and play activities in consultation with the children to meet their individual needs
- involve children in discussion and agreement about acceptable and unacceptable ways of behaving and help children to express difficult feelings appropriately

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