

# Cherry Tree Kids Club GB Ltd (Brampton Primary)

Inspection report for early years provision

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<b>Unique reference number</b>	EY370792
<b>Inspection date</b>	21/10/2008
<b>Inspector</b>	Linda Margaret Nicholls
<b>Setting address</b>	Brampton Primary School, Brampton Road, BEXLEYHEATH, Kent, DA7 4SL
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the setting**

Cherry Tree Kids Club GB Ltd (Brampton Primary) was registered in 2008. It is one of six settings privately owned and managed by Cherry Tree Nursery GB Ltd. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Registration is for no more than 22 children under 8 years; of these, not more than 22 may be in the early years age group, and of these, none may be under 2 years at any one time. Children up to the age of 11 also attend and are included in the total number of children. The club operates from a portacabin classroom in the grounds of Brampton Primary School, Bexleyheath. As well as the classroom, which incorporates a small kitchenette, the club has the use of the school toilets, playground and the field closest to the classroom. The provision consists of a breakfast club, which operates from 07:45 to 08:55, and an after school club, which operates from 15:15 until 18:00. Both facilities are available to children attending the school. Three members of appropriately qualified staff are present at all times.

## **Overall effectiveness of the early years provision**

Cherry Tree Kids Club effectively promotes children's welfare and learning. Caring and committed staff ensure all children enjoy their time there. Children are respected as individuals and actively learn about their local community and the wider world. The manager provides parents with clear information about the club's policies and procedures. Self-evaluation is reflective and priorities for further development are identified and implemented.

## **What steps need to be taken to improve provision further?**

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

- ensure the children's contribution to the club rules positively reinforce social and personal boundaries and respect for others
- consider methods to reassure parents of the professionalism of staff; that adults looking after children have the appropriate qualifications, training, skills and knowledge

## **The leadership and management of the early years provision**

The after school club is well led and managed by a close and experienced team. Members of staff are aware to develop methods to implement their knowledge and understanding of the learning and development requirements in relation to the provision. The manager is energetic and active in her leadership. She engages with the children, monitors activities, and encourages them to voice their opinions and choices. Staff are supported in their professional development and this is reflected in their caring commitment to children's welfare and personal and social development. However, parents are not informed of staff training or individual

achievements.

The club's self-evaluation system clearly identifies areas for improvement. A variety of methods are used to obtain information, including consultative questionnaires for children and for parents. The manager ensures staff are given sufficient time to exchange information about children's daily experiences with parents. Progress has been initiated to adapt to the requirements of the Early Years Foundation Stage. Staff liaise closely with education and other professionals so that children's progress is consistently supported. This indicates an active capacity to improve.

There are effective systems in place to safeguard and minimise the risk of harm to children. Policies and procedures are clear and effective so that children's welfare is promoted. Risk assessments are routinely completed and action taken to ensure the health and safety of all children. Staff recruitment systems are rigorous, and induction and appraisals are recorded. Paediatric first aid training was renewed for all staff in 2007.

## **The quality and standards of the early years provision**

Children are stimulated and engaged throughout their time at the club. They eagerly enter the room and self register. Staff members greet children by name, inviting them to talk about their day at school. Social skills are encouraged and members of staff reinforce expected behaviour so that children learn to share resources and to work cooperatively. There is an effective balance between planned and child-initiated activities. The room is colourfully decorated with displays of children's work. Play areas are clearly defined and include a role play area, computer desks and table top toys. Resources are easily accessible. Boxes of games, craft and writing equipment are labelled with pictures and words. Children suggest the activities they would like to initiate, or continue on following days, thereby contributing to the planning of resources and activities. Members of staff routinely evaluate activities, observe individual progress and effectively reinforce the skills children learn during the school day. A record system is being devised to monitor younger children's learning and development. Activities are appropriately levelled, for example, so that all children can take part in word games such as Yes-No.

Children show they are actively engaged in a healthy lifestyle because they have free access to and from the school playing field. They swing from bars, balance or jump from wooden stepping stones and sway on the chain bridge of the outside gym equipment. They know the effect of exercise on their bodies, returning to the classroom to pour drinks of water when thirsty. They develop social skills and independence as they take turns to spread their own bread to make sandwiches with cheese, cooked meats and salad vegetables, such as tomato and cucumber. Parents provide information regarding allergies or personal preferences so that individual needs are met.

There is a busy, happy atmosphere throughout the session, with children of all ages interacting well. Adults encourage children to build good relationships and to learn to negotiate with each other. Consequently, children learn to behave well. Adults provide good role models because they show they respect diversity and individual

differences. Children repeat greetings in languages other than English, including signing for 'please' and 'thank you'. They laugh and giggle to one another during play and snack time. They are kind to one another and build positive relationships when they volunteer to help or support younger members of the club.

Children are safeguarded effectively. There are clear lines for reporting concerns and contact details are displayed for parents and visitors. Formal and informal risk assessments are taken of the premises, the resources and the surrounding areas. Occasional outings are risk assessed. An effective evacuation procedure is displayed and practised, which means children know what is expected from them in an emergency. Members of staff reinforce effective strategies for children to keep themselves safe. Children contribute to the club rules, although many of these are worded negatively which may not lead to a clear understanding of their purpose.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.