

Chuckle-Box Out of School Club

Inspection report for early years provision

Unique reference number	137381
Inspection date	26/06/2009
Inspector	Elizabeth Ellen Mackey
Setting address	Hawes Lane, West Wickham, Kent, BR4 9AE
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Type of setting	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 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

Bromley Out of School Club was registered in 1990. It operates from one main hall, gym, arts and crafts room and coffee bar that is part of the Phoenix Youth Centre premises, situated in a residential area of West Wickham. There is an enclosed playground and use of the centre's playing field for outside activities.

The setting is registered on both the Early Years and Childcare Registers. Out of school care is provided for 80 children aged four years to under eight years old. There are currently 142 children on roll, of whom 12 are in the early years age group. The setting also cares for children up to 11 years. There are currently an average of 60 children attending at any one time. Children also have access to a holiday club at the setting. The group supports a number of children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The group opens after school from 15.00 to 18.00 during school term times. During school holidays the group operates from 08.00 to 18.00. Children are collected after school from five local schools, Oak Lodge, Hawesdown, Highfield, Pickhurst and Hayes. Allocated members of staff attend each school and escort the children to the club in Youth Centre vehicles. Some parents make independent arrangements for their children's transfer between school and the club.

An average of eight members of staff work in the club at any one time. Over half the staff employed have appropriate child care qualifications, two members of staff have a qualification in sports and recreation.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. An inclusive and welcoming service is provided. Staff welcome children and their families into the setting and they develop effective links with local schools. It is a safe and stimulating environment, which enables children with a good choice of after school activities. A key worker system is in place and staff have good knowledge of children's individual needs.

The setting have updated their policies and procedure in line with the Early Years Foundation Stage (EYFS) requirements and make a continual review of the provision, which ensures future improvements 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:

- improve the setting's self-evaluation by actively seeking and including the views of parents and children
- ensure the practitioner who is responsible for safeguarding attends relevant training

- continue to develop the systems for observation and planning for the children within the early years age group.

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

- ensure there are rigorous systems in place to ensure vetting procedures for managers are followed correctly (Suitability of adults)

13/07/2009

The leadership and management of the early years provision

Effective policies and procedures to safeguard and promote the welfare of the children underpin the setting's good practice. Overall, recruitment procedures help to ensure that children are protected, however, a weakness in the knowledge of vetting procedures for management has resulted in one outstanding check. Staff development is encouraged through attendance at training courses, for example, all staff recently updated their first aid training and Epi-pen training, as a team. Level one child protection had been attended by all staff, this is a basic training course and a recommendation is made for the manager to undertake further training to develop her safeguarding knowledge. Team meetings and staff appraisals are held regularly. The staff team are well deployed and demonstrate an understanding their role and expected duties for each session, resulting in a well-run facility.

There are good systems in place to share information with parents. A keyworker system enables staff to get to know their key children. They observe the children and note achievements or concerns, although individual profiles are not consistently kept up to date. A system to strengthen and improve the observations and planning for children in the early years age group has been introduced as a result of the setting's own evaluation, however, it is in its formative stages. The staff team know the children very well and they are proactive in seeking their input and accommodating their ideas and interests.

The setting strive for continuous improvement. They have recently sourced funding to improve the range of resources, including computer laptops for the children's use. The setting welcomes the views of parents and carers, however, this information is not effectively linked to the setting's self-evaluation, to provide valuable feedback. The setting have met the recommendations from the last inspection and now have a comprehensive risk assessment in place. There is also a quiet area that children access to rest or relax.

The quality and standards of the early years provision

Children are happy, confident and engaged in a wide variety of activities when at the setting. The learning environment is well organised and enables children to make good progress. A wide range of resources are easily accessible to the children. A flexible routine of planned and child-initiated activities, both indoors

and outdoors, provides learning opportunities in all areas of the curriculum. Children attend from different schools and they socialise extremely well. They play individually, and in small and large groups. They enjoy using their imagination when accessing the dressing up resources and when pretending to buy and prepare food at the café.

Children enjoy the free flow system in operation as there is direct access to the outdoor area. The outside area is slightly restricted in terms of space, but the children enjoy playing with the balls, or in the sand and they have recently created a vegetable patch. Team games are also organised in another part of the building with the sports coach, to give children the opportunity to develop their physical skills and enjoy team sport.

It is a busy setting and children take time out of the hub of activity to sit in the quiet area and read a book or magazine. Children also use this area to sit in small groups and talk.

Children's health is well promoted through good daily routines and clear explanations. Children enjoy daily exercise and healthy snacks. They understand and adopt good hygiene practices when they wash their hands before they eat or after using the toilet.

Children are creative and freely access resources to make pictures or models with clay. They talk about their work, sharing ideas about what they can make. Children experiment by using the paint brushes to flick paint across the table on to the paper. Staff ensure this is managed properly and intervene when necessary. Children use mathematical language during their role play when they use play money to buy and sell food.

Children behave very well and respond to the realistic boundaries in place. Children are encouraged to share and to take turns with popular resources and activities. Group activities such as playing bingo promotes children's social development and their concentration. Children's self-esteem is fostered because staff recognise their achievements and praise them for their efforts. The staff are positive role models, they are attentive to the children and treat them with respect, which in turn encourages the children to learn to respect each other.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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