

Bromley Mytime at the Spa

Inspection report for early years provision

Unique reference number EY286937
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Inspector Silvia Richardson

Setting address Beckenham Leisure Centre, 24 Beckenham Road,
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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 Mytime at the Spa is run by Bromley Mytime group and is one of 13 provisions. It operates from a leisure centre in Beckenham town centre, providing an out of school holiday club. The setting is open from 08:30 to 17:30 during school holidays. Children have use of a sports hall, two studios, buzz zone physical play area and swimming pool.

Bromley Mytime at the Spa is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 60 children in the early years age group. There are currently six children on roll in the early years age group.

There are a bank of staff available to work in the holiday club, of whom at least half, including managers, hold appropriate qualifications. A minimum of eight staff work with the children at any one time.

Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Children are generally happy and well behaved because staff develop a good rapport with them. They enjoy a balanced ranged of activities and small group games are particularly successful because these are well organised. Staff endeavour to promote inclusion by making the full range of activities available to all children, supporting and supervising them appropriately. The setting is continually improving and has extended creative play opportunities for children since the last inspection. They have also developed their procedures for parents and carers to express any concerns and having made information available, there have been no complaints during this period of operation.

What steps need to be taken to improve provision further?

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

- make systematic observations and assessments of children in the early years age group, their achievements, interests and learning styles, identifying learning priorities and matching observations to the expectations of the early learning goals
- ensure the organisation of activities and routines, flow with the children's needs
- organise resources and materials, ensuring children have enjoyable and satisfying play and learning experiences
- ensure any safeguarding concerns are dealt with promptly, making sure staff follow the settings procedure for notifying the designated person with lead responsibility for child protection issues
- develop the emergency evacuation procedure, ensuring all children know how to respond appropriately in the event of a fire and practise drills using

- different exits from the premises
- develop consistent routines for hand washing prior to handling food, ensuring children learn the importance of good personal hygiene habits

The leadership and management of the early years provision

Senior management demonstrate conscientious attitudes towards improving the provision and outcomes for children, so that they are more purposefully occupied and better supervised. Suitable induction procedures are in place, prior to the provision operating in each holiday period. These include staff's understanding of the code of conduct and training in safeguarding children procedures. Records of child protection concerns and incidents in the setting are well recorded, however the procedure for ensuring senior management are aware of issues is not sufficiently robust to ensure concerns are managed in timely fashion. There are some weaknesses with the day to day management of the setting and the organisation of routines and resources. This is because senior management has not sufficiently evaluated what is working well and less well, or provided appropriate guidance for group managers and deputies, to ensure consistent approaches.

Partnership with parents and carers is much improved, in that all initial calls and enquiries go direct to the registered provider, who is able to help parents assess the suitability of the group with regards to children's individual needs. Some good written information is available, further helping them make an informed decision about the activities on offer. A large notice board displays the rules for the group as devised by the children themselves, the daily activity schedule and details of staff training and qualifications. Other written and visual information is displayed including samples of the children's art and creative work, providing an attractive presentation of 'themed' projects, undertaken each week. Children's welfare, learning and development are discussed with parents on a regular basis, although there are no written details available for children in the early years age group, regarding progress towards the early learning goals.

The quality and standards of the early years provision

Children are offered access to range of facilities and take part in a variety of activities, including team games in the sports hall, dance sessions in a studio, climbing in the buzz zone, swimming in the on-site pools, creative and other play materials in the base room studio. The schedule ensures children have a variety of different experiences each day across the six areas of learning. The organisation of the activities does not always ensure children are grouped appropriately and according to their needs, because staff do not consistently consult with the children about what they want to do and with whom they wish to be. Once settled, small group activities work well, because children are well supervised and supported. Children are able to make choices from a range of play materials set out for them in the base room. However, the presentation of resources, such as drawing and colouring materials, is unattractive and disorganised, so children's enjoyment and satisfaction is limited. Children generally play well and co-

operatively in small groups, particularly when using construction materials such as Lego and the large wooden blocks, because these are arranged to provide plenty of scope for free movement.

Children in the early years group gain in confidence and make progress from their starting points through the range of activities offered. However, arrangements are not in place for making systematic observations and assessments of each child's achievements, interests and learning styles, so as to identify learning priorities, plan for their needs and ensure they make as much progress as is possible towards the early learning goals. Routines are task orientated opposed to child centred, so do not always flow with children's needs, such as arrangements for using the toilet, managing registration and setting up the groups for the different activities. At these times, there are more staff deployed to domestic tasks than care and supervision of the children. As a result, children get bored and restless and both younger and older children find it hard to stay focussed and listen to instructions.

Children are offered a range of healthy options at snack times, including fruit, yoghurt and cereal bars, together with plenty of drinking water. However, routines for hand washing are inconsistent, undermining children's learning and understanding of the importance of good personal hygiene for being healthy, especially prior to them handling food at snack times. Children are kept safe and supervised well in the setting and form orderly lines when moving around the premises. They talk about how to play safely at the beginning of the session when discussing acceptable and desirable ways of behaving. Staff also instruct children about emergency evacuation of the premises, however, the procedure does not ensure children stay safe in the event of a fire, because they are not advised of alternative exits and not all children understand what to do on the call 'fire'.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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