

Cherry Tree Kids Club (St Stephens RC Primary School)

Inspection report for early years provision

Unique reference number	EY370795
Inspection date	11/05/2009
Inspector	Christine Lynne Hodge
Setting address	St. Stephens RC Primary School, Ruskin Avenue, WELLING, Kent, DA16 3QG
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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

Cherry Tree Kids Club (St Stephens) is privately owned and operates from St Stephens School in Welling, Kent. It has use of two rooms in the art block and the fully enclosed outside play area. The club was originally registered in 2007 and re-registered as a limited company in 2008. The opening hours are from 07:45 to 09:00 and from 15.15 to 18.00 during term times. All children attending are from St Stephens School.

The provision is registered on the Early Years Register. A maximum of 32 children under eight years, whom no more than 20 maybe in the early years age range, may attend at any one time. There are currently six children on roll in this age group. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

A team of nine staff, of whom five hold an appropriate childcare qualification, are employed to work with the children. Two members of staff are currently working towards a child care qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are provided with a wide range of activities that promote their enjoyment and learning. Adults know the children well and liaise effectively with the school to ensure their individual needs are met. Partnerships with parents are not fully established as they are not provided with any information relating to the Early Years Foundation Stage. Comprehensive policies and procedures ensure that the safety and welfare of children is fully promoted and systems are in place to monitor and evaluate the setting's practice in order to plan for future development.

What steps need to be taken to improve provision further?

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

- demonstrate how observations and assessments are linked to the six areas of learning
- develop a system for finding out about children's starting points
- provide parents with information about the Early Years Foundation Stage

The leadership and management of the early years provision

The manager and staff have endeavoured to make the out of school club environment as child friendly as possible by obtaining portable boards for displaying photographs of activities and children's art work. Staff are well deployed throughout the session to ensure children are kept safe and secure and they demonstrate a good understanding of their role and responsibility for safeguarding

children in line with Local Safeguarding Children Board procedures. Although children have limited opportunities to self-select play resources, as activities are set out before they arrive, they can choose between indoor and outdoor play and independently help themselves to a good range of art and craft materials.

All staff are involved in completing the Bexley Self-Evaluation Toolkit and in planning for future development. Actions set at the previous inspection have been acted on and a member of staff has been appointed to ensure that the learning and development requirements are being delivered to children in the early years age group. A system for observation and assessment has been implemented and procedures are in place for staff to liaise with reception class teachers to extend children's learning. Although parents are welcomed into the setting, there is no system in place for them to provide details of children's starting points or to be involved in their children's learning. A written complaints procedure has been implemented. Team meetings and staff appraisals are used to identify training needs and staff are encouraged to keep their childcare knowledge up-to-date by attending training with Bexley Early Years. All necessary documentation is in place and is well maintained.

The quality and standards of the early years provision

The out of school club provides children with a good range of indoor and outdoor activities and experiences that promote their enjoyment and help them to extend their learning. Although observations are completed and are used for children's individual planning, centred around their likes, interests and needs, there is no clear evidence to show which of the learning goals they are linked to. Children are given opportunities to be involved in planning and to choose activities. For example, based on children's request, every Thursday a cook comes into the group to do cooking activities and children can choose what they want to cook.

Children are happy, confident and move freely around the setting. They thoroughly enjoy being able to free flow between the indoor activities that include a good range of art and craft resources, games, role play, construction, small world, books, snooker and table football and the well equipped outdoor area for physical play. Children play well together and have formed good friendships. They use language confidently to organise their play, for example, several children have great fun pretending to run a doctors surgery. They have good opportunities to develop their creativity and enjoy activities where they can design their own art work using a wide range of collage and art and craft materials. Children are well supported by staff who act as good role models and provide lots of praise and encouragement to promote children's self esteem. As a result they are well behaved and relate well to adults. Younger children also enjoy the help given to them by the older children.

Comprehensive policies and procedures are used effectively to ensure the health, safety and welfare of children are fully promoted. The premises are clean and well maintained. The club operates a healthy eating policy. Children are provided with a good choice of healthy snacks and are encouraged to develop their self- help skills by making their own sandwiches and pouring out drinks. They have good

opportunities to take part in regular physical exercise and play outside in the fresh air. Children who wish to rest or sit quietly can do so in the comfortable book area. An effective security entrance system which prevents unwanted visitors gaining access and children from leaving unnoticed, together with regular risk assessments of the premises and outdoor area ensure that children are kept safe and secure.

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?	3
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

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