

# Bavatas Breakfast & Out of School Club

Inspection report for early years provision

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**Unique reference number** EY386313  
**Inspection date** 23/09/2009  
**Inspector** Catherine Greene

**Setting address** St. Josephs RC Primary School, Gomm Road, LONDON,  
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**Telephone number** 07930482376

**Email**

**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Bavatas Breakfast & Out of School Club was registered in 2009 and operates from St Josephs RC Primary School in the Bermondsey area of Southwark. Children have access to one hall with adjoining open plan areas for play, one portacabin and an enclosed outside play area. The setting is registered to provide care for 24 children, of these eight children may be in the early years age group. The setting does not provide overnight care. The setting operates Monday to Friday during term time only, from 7.45am to 9am and 3.15pm to 6pm. There are currently 13 children on roll of these three children are in the early years age range. A team of two staff work with the children, one member of staff is qualified with a National Vocational Qualification at Level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The Out of School club is currently not operational whilst waiting to move into new premises in the log cabins in the school grounds. However, the breakfast club is still operating. Although some satisfactory practices are in place regarding planning, staff interaction with children and the activities provided; this is not implemented consistently throughout the session. This results, at times, in not all children being consistently cared for in an enjoyable and calm environment. The manager has begun to evaluate practice in order to develop the quality of what children receive, however, organisational difficulties have meant that she has not made use of the self evaluation system to support her in this. Systems are in place to promote inclusion, and the manager liaises with the school to support children's individual needs. Staff are aiming to work in partnership with parents and the school to create a welcoming environment and there are procedures within the setting for ensuring children's safety and well-being.

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

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

- ensure that records are on site and available for inspection (Documentation) 09/10/2009
- ensure emergency medical consent is signed for all children attending (Safeguarding and welfare) 09/10/2009
- develop awareness and understanding of effective ways to manage children's behaviour in a manner appropriate for their stage of development and particular needs (Behaviour management). 09/10/2009

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

- provide children with healthier options for their breakfast choice
- ensure that sound systems are in place and implemented to ensure that every child consistently receives an enjoyable and challenging learning experience tailored to meet their individual needs
- continue to develop resources which provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- continue to extend the partnership with parents and the school to develop effective ways to share information and to complement and support children's progress through the early learning goals.

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

Children's welfare is protected by staff's awareness of child protection issues and the action to take if they have concerns, although they are less sure about their partnership in this area with other agencies.

The manager is in the process of implementing new systems and strategies. She has demonstrated through discussion, a commitment to improvement. She has identified several areas to further promote systems for children overall and particularly to meet areas of the Early Years Foundation Stage (EYFS). Some disorganisation has resulted in weaknesses particularly relating to organisation and documentation. Documentation is in the process of review and not all required documents are currently held on site. Some children's registration forms omit parent's consent for emergency medical advice and or treatment. The setting based inside the school is regularly risk assessed and provides a welcoming and safe environment for children. Risk assessments are in place and daily safety checks are carried out throughout the school; in addition daily safety checks are carried out in all areas used by the breakfast and after school club. Children are able to move around independently as risks have been minimised and the school premises is well maintained and kept very clean.

Regular staff meetings take place and individual support and external training is offered to ensure both members of staff are able to reflect on and develop what they offer children. The process of self evaluation is developing, and plans are in place to involve the other members of staff and parents in contributing to the process. There are plans to implement sound practice regarding planning and assessment for when the after school provision resumes. Staff currently rely on their knowledge of individual children through their involvement with the school. Children are familiar with the newer member of staff who also works at the school during the day.

Satisfactory information is provided for parents verbally and there are plans to review documents in line with advice from the local authority early years service. Staff provide a generally satisfactory range of activities and opportunities that support children's progress in areas of learning. Children say they enjoy what is provided and learn as they play because staff take into consideration their interests when leading activities and planning for new resources. Children are treated as

individuals in an inclusive environment, the manager plans to develop her selection of toys and books that reflect different cultures and ways of life which are currently limited.

## **The quality and standards of the early years provision and outcomes for children**

Children arrive happy and with enthusiasm at the breakfast club and staff encourage them to quickly settle into the routine. They have satisfactory staff support and interaction as they play. They engage in mostly child lead activities in the short session of the breakfast club. Planning of activities is flexible and can be changed to suit children's current interests. Children are given the opportunity to make choices and good use is made of the hall for sports activities. A mixed group of girls and boys are involved in different games and they have opportunities to develop their team skills during physical games, such as tennis with balloons. Children have access to a laptop computer for educational games and research for their homework, this supports them in developing skills for the future. Staff get to know the children well informally and use this knowledge of their starting points to plan a range of activities. Observations go some way to supporting this aim, but are at a developmental stage. Similarly, a link between observations and planning is not fully operational at present. Children are asked to comment on their activities and to make suggestions to staff as to how these might be improved. They are interested in the activities provided during breakfast club but inconsistencies in how the session is planned results in several children with younger siblings having conflict especially around sharing of resources. Children are learning how to keep themselves safe, and they mostly behave in ways that are safe for themselves and others. They understand that they are expected to walk to their classes when the breakfast club ends and the school day begins.

Children say that they really like the breakfast food alternatives that are provided. However, these are currently of no nutritional value with white bread toast and orange squash being the popular choice. The manager has been unsuccessful in her attempts to introduce more healthy foods. Registration forms indicate any specific dietary requirements ensuring that staff are aware of children's dietary needs. Good practices, such as, encouraging children to wash their hands before breakfast are promoted. Although there is a designated outdoor area, this is not used during the breakfast club.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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