

Cherry Tree Kids Club

Inspection report for early years provision

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Inspection date	08/10/2009
Inspector	Marcia Robinson

Setting address	Crook Log Primary School, Crook Log, BEXLEYHEATH, Kent, DA6 8EQ
Telephone number	0208 303 7344
Email	judy@cherrytreenursery.com
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Cherry Tree Kids Club was registered in 2008. It is one of a number of out of school provisions, privately managed by Cherry Tree Nursery Limited and operates from Crook Log Primary School, in Bexleyheath. Children have access to one hall, an ICT suite and two fully enclosed outdoor play areas. The areas used are accessible to all.

A maximum of 32 children aged from four to under eight years may attend the setting at any one time. Care is also provided for children aged from eight to 11 years. The out of school club is open each weekday from 3.15pm to 6.00pm during school term time. There are currently 17 children attending who are in the early years age group. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

The club provides support for children who have a learning disability and those who speak English as an additional language. They employ five members of staff, including the manager, the majority of whom hold recognised childcare qualifications ranging from level 2 to 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The out of school club provides a relaxed and friendly environment where children have fun through a suitable variety of play activities. Positive relationships have been developed with parents who are suitably informed of the setting's policies and procedures. An appropriate range of activities are provided to help children make progress towards the early learning goals, however, systems for assessing their development and partnership working to promote continuity in the Early Years Foundation Stage (EYFS) are not fully developed. Children with learning difficulties and/or disabilities are supported well by appropriately experienced staff. The setting has started to evaluate the provision but systems for self-evaluation are not yet robust enough to ensure all areas for improvement are identified.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge of the Early Years Foundation Stage guidance to record children's starting points, and to further develop observations and partnership working
- continue to develop systems for self-evaluation in order to identify priorities for future development
- ensure there are more resources and materials available to reflect the diversity and backgrounds of individual children

The effectiveness of leadership and management of the early years provision

The setting is generally well led and managed. Safeguarding procedures are satisfactory as suitable systems are in place to protect children should any concerns arise. All staff have attended recent training relating to safeguarding children. The manager is well informed in respect of child protection issues. She is clear about her responsibility to protect children and of the procedures to follow in the event of any allegations of abuse made against staff through attendance of appropriate safeguarding training. Risk assessments of the premises and for staff travelling with children to the club are undertaken on a regular basis. Although, no obvious risks to children, the provider has not kept Ofsted informed of changes to the outside of the premises, namely building works to the entrance of the school building. This means the provider has committed an offence by failing to notify us of a significant change to the premises. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage, of which Ofsted does not intend to prosecute on this occasion. Systems are in place which ensure that unauthorised visitors cannot enter the premises, via security cameras. However, visitors are not always required to sign in when entering the premises to ensure children are fully protected. Documents are stored securely and safely in order to ensure children's privacy. Accident records are maintained according to requirements. Clear recruitment and vetting procedures ensures staff are suitable to work with young children. For example, all staff working directly with children have had criminal record checks undertaken.

The systems in place to generate regular and planned discussion and understanding of diversity, differences, similarities and the wider community are generally satisfactory. Children have access to a small range of resources and play materials that reflect aspects of diversity, different cultures and disability. However, children's own cultures and backgrounds are not effectively reflected in the resources and materials available to ensure they have plenty of opportunities to fully value their own and each other's cultures, religions and backgrounds. There is a system to monitor the quality of the provision and evaluate its impact, but these are not yet fully developed. Nonetheless, briefing meetings and informal appraisals before the start and at the end of the session enable the manager to identify gaps in staff knowledge and act accordingly. The manager has a sound understanding of the strengths of the club and has successfully made some positive changes, since registration, for instance, by providing a healthier snack time menu.

Partnership with parents and other schools are good. Parents really appreciate the provision offered for their children and are happy with the care they receive. They feel they have sufficient information about the activities provided. There are close links with the school. Staff have developed a good working relationship with the parents, who receive daily verbal feedback on their child's time at the club. A parents' notice board and leaflet about the provision provides parents with information about the setting. However, there is limited information available to parents regarding children's learning and development.

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

Children in the EYFS are making satisfactory progress in their learning and development. Staff have a suitable understanding of the framework. They are aware of children's abilities and how to promote their learning and development, and have introduced plans that are loosely linked to the areas of learning. Staff show they are interested in the children, they talk to them about what they are doing. Children are happy and settled, they confidently enter the out of school club and immediately follow the familiar routine of self registering. They quickly become involved in a suitable range of age-appropriate activities which have been set up for them by staff, although opportunities are available for children to request other play materials that are packed away in the outside shed. Creative activities, early writing, role play and appropriate computer games are available for children to choose from. Staff offer suitable levels of help and support to ensure that all children gain enjoyment out of the opportunities provided. Children are keen to communicate and interact with the staff and each other, expressing their thoughts and ideas through discussion. A suitable balance of child-centred and adult-led experiences ensures appropriate challenge for individual children. A range of creative activities are planned, including drawing, collage and mask making to promote children's self-expression whilst having fun. Children delight in using their imagination, for instance, when pretending to be a wizard using the range of dressing up outfits.

Staff have made a good start in implementing basic systems for observing children in their play and these are organised in individual files along with samples of children's work. Observations have only recently started at the club, as some children have either left or have only recently started therefore, these are in their infancy. As yet, they do not clearly show progress over time or identify individual planning in the next steps of learning. However, the manager has some understanding of children's capabilities and starting points, through discussion with parents and teachers.

Children are welcomed into suitably clean and well kept premises where they have ample space to play in the large, open plan, school hall. The children enjoy daily indoor and outdoor exercise, all of which supports their health well. For instance, they use the hall for team and ball games and the school playground, where children partake in planned out of school activities, such as football. Consequently, this has a positive impact on developing children's physical skills. Adults are appropriately trained in food hygiene and first aid procedures, helping children to be healthy. Systems are in place to gather information from parents regarding medical needs, dietary requirements and allergies. This results in children's welfare being promoted. Children learn the importance of good personal hygiene through well implemented routines. For example, staff monitor hand washing before eating and after using the toilet. They tuck into bagels and enjoy a good selection of fresh fruit, including a choice of apples, peaches and satsumas. Drinking water is readily available for children to help themselves, so that they are well hydrated. Children feel safe in the setting because staff show them warmth and security, along with consistent and familiar routines. Children show they feel safe by confident and

independent learning, making choices, where they are approaching the staff if they need help and they comment that 'the warm welcome of the staff' makes them feel safe in the setting. They behave well; they enjoy sharing equipment and work well alongside each other. This enables them to respond positively to the calm nature of the staff who work consistently well together to promote good behaviour. Through all these good experiences and activities, children develop skills which contribute to their future economic well-being.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	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