

The Frutie Tutie Kidz Club

Inspection report for early years provision

Unique reference number EY398441
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Inspector Susan Linda Capon

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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

The Frutie Tutie Kidz Club, is an out of school provision which was registered in August 2009. It is a privately owned group with the owner currently acting as manager and registered person for the setting. The provider also manages two other out of school settings in the borough. The group operates from a library and main hall in Perry Hall Junior School in the London borough of Bromley. There are associated toilets and kitchen facilities and children enjoy outdoor play in the school grounds.

A maximum of 24 children between four and under eight years old may attend the provision at any one time. They may all be in the early years age range and there are currently 40 children on roll, of whom two are in the early years age group. Children between eight and 11 years old also attend the provision.

The out of school club offers a breakfast club and after school facility for children attending the school. It opens between 8am until 8.50am each morning and 3.15pm until 6pm each evening, during the school term.

The out of school club is currently staffed by two fully qualified play workers including the provider. Additional staff are available when required. The group receives support from the school and local Early Years team.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

This inspection did not include the breakfast club.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team work hard to ensure children are provided with a variety of fun, informative activities, enabling them to progress and develop as they play. Children eagerly explore the range of stimulating and interesting activities readily available each session, keeping them busy and occupied as they play. Staff ensure the individual needs of each child are fully incorporated into the provision each session, promoting inclusive practice. All staff are conversant with the requirements of the Early Years Foundation Stage curriculum and the day to day procedures of the group. The ongoing self evaluation of the provision enables the provider to develop and extend the quality of the provision offered to the parents and their children. Staff have developed close relationships with all parents, keeping them fully involved and updated about their child's day, care, learning and development.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessments undertaken for indoors and outdoors. Review the safety issues relating to staff and pupils of the school accessing the premises while the group is in session (Safeguarding and welfare) 26/03/2010

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

- provide more opportunities for the children to develop their independence skills during mealtimes.

The effectiveness of leadership and management of the early years provision

The enthusiastic approach of the provider encourages all staff to be dedicated to work to a good standard, providing quality care and learning for every child attending. All staff implement the well written policies and procedures ensuring the children are safe and secure during their time at the group. Staff continue to develop their childcare knowledge and skills through attending additional training opportunities, implementing their learning into the daily routine. Rigorous employment checks and safeguarding procedures ensure all staff are suitable to work with the children.

The group currently informally evaluates the provision provided and have clear plans for continuing to develop and improve the quality provided. For example, all policies and procedures are currently being reviewed, ensuring they meet legislation and registration requirements. The registration of the children has been developed using information from inspections of the provider's other groups.

Staff undertake good risk assessment procedures each day for indoors and outdoors although these are not currently recorded as required. Additional risk assessments are required to assess the potential hazards of staff and children from the school entering the group during opening times, preventing the group enjoying sole use of their facilities. Good liaison between the group and school staff ensures the children's safety when they are collected after school. For example, staff know who is expected to attend each session and the school advises the provider if a child has left early for any reason, preventing a lost child search being organised. Staff regularly discuss safety issues with the children. For example, they remind them not to run down the stairs and to take care when the toilet floors have been recently cleaned.

Good systems are in place for supporting children with special educational needs and/or disabilities although no children are currently attending. Staff develop close relationships with parents, other professionals delivering the Early Years Foundation Stage curriculum and those involved in a child's care promoting continuity of care for each child. For example, staff liaise closely with the child's

class teacher.

The children's welfare and safety is paramount to all staff. Staff organise themselves well, ensuring they spend the optimum time with the children during the evening, while providing snacks and meals and attend to parents collecting their child. A good range of readily available resources enables children to enjoy a variety of activities, toys and equipment relevant to their developmental needs each day. Staff regularly check the toys and equipment, ensuring these are always suitable and safe for the children to use. A good range of multi-cultural activities are incorporated into the monthly programme, enabling children to learn more about other people and the world about them.

The staff team has developed good relationships with the parents. Parents are very pleased with the provision provided and their children are keen to attend. They find the staff really good, friendly and approachable, making them feel confident their child is safe and secure. They are aware of the group's policies and procedures and enjoy daily discussions regarding their child's day. New children settle quickly enabling parents to continue to work knowing the child is happy and safe. Short notice and ad hoc booking arrangements enable parents to use the facility when they need, while ensuring staff know who will attend each day to meet their registration conditions.

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

The consistent, hard-working staff team work extremely well with the children during the session. They provide good quality, stimulating and interesting activities, supporting individual children's development and progress. Children are learning to keep themselves safe as they walk carefully up and down the stairs to the library and stay close to the staff when moving between areas of the provision. They are confident to confide in staff if they are unhappy or have any concerns. For example, being bullied in school or at the club. Children regularly practise the emergency evacuation procedures, recognising how to react appropriately if required.

Children are very aware of the importance of developing a healthy lifestyle. They enjoy healthy meals and snacks incorporating fresh fruit and salad items. Children enjoy selecting the items they would like in their wrap and some use the ingredients to create a dinosaur face. Staff currently pour the children's drinks and cut up the tomatoes and cucumber, limiting children's opportunities to develop their independence skills at this activity. All the children eat well and individual dietary needs are always fully considered as required. Children are fully aware they wash their hands to get 'rid of the germs'. They recognise healthy food and regular exercise helps them grow big and strong.

Children enjoy daily opportunities to develop their physical skills indoors and outdoors. They participate in a game of 'stuck in the mud' before tea and enjoy challenging staff to a game of badminton or practise their skipping skills after they have eaten.

Staff plan using topics based on the children's interests. They ensure they meet the needs of all the children attending with additional activities provided for the older children in the group. The programme offers a balance of adult-led and free choice activities, covering all areas of learning equally. Staff know the children well and informally observe and evaluate their abilities, offering suitable activities for continual progress and development. For example, staff ensure new children are able to enjoy their favourite activities as they settle in and develop their confidence.

The children are making good progress towards the early learning goals. They are developing good life skills as they play and share the toys and equipment. Children work well as a team as they help to tidy everything away to move onto play in the hall. They can find their own coats and book bags, ensuring these are transferred to the hall ready to take home at the end of the day.

Children have good relationships with the staff team and are confident to participate in all activities available. They eagerly join the staff for registration, keen to know what is available for the session. The children particularly enjoy opportunities to dress up as a princess, witch or wizard or participate in activities offered at the art and craft table. Children are absorbed in making a mask or a bird using sellotape or glue to keep their model together. Finger painting, drawing and colouring provides opportunities for children to develop their creative skills and take a picture home for their parents. They enjoy ample opportunities to look at books on their own or with the staff in the library and hall. Children create their own plays using the hand puppets and enjoy entertaining other children in the group. The children behave well with minimal behaviour management required by staff. Staff regularly praise and encourage the children's achievements, enabling them to develop confidence and good self-esteem.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children adopt healthy lifestyles	2
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