

Chuckle Box At Balgowan

Inspection report for early years provision

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Inspector Denys Rasmussen

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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

Chuckle Box at Balgowan was registered in 2009. It operates from a hall in Balgowan Primary School. It is situated in Beckenham in the London borough of Bromley. A maximum of 50 children aged over three may attend the club at any one time. The club opens each weekday from 3:00pm until 6:15pm, Monday to Friday term time only. Children have access to a secure outdoor play area.

The club employs three members of staff, including the manager. Of these, two staff hold a level three qualification and one member of staff a level two. The club is registered on the Early Years Register, compulsory and voluntary part of the Childcare Register.

There are currently 21 children on roll, of whom five are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and enthusiastic leadership has a clear vision for the after school club and has successfully created a relaxed and supportive environment where children enjoy meeting their friends and engaging in the good variety of activities offered. The club's effective self-evaluation system supports them to identify both their strengths and weaknesses. This enables them to make further progress based on what they have accomplished so far. The club works well in partnership with parents and others to ensure the children get the support they need. Children make good progress in their learning and development because the staff recognise each child's uniqueness and adapt their practice to meet their individual needs. Children are generally well safeguarded and are able to play in a safe, secure, familiar and stimulating environment.

What steps need to be taken to improve provision further?

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

- ensure risk to children is kept to a minimum by making sure the hall is not used as a thoroughfare.
- improve children's experience of positive images through the use of displays.
- improve the organisation of resources to allow children access to more choice of techniques, materials and tools when finding their own solutions in the design and making process.

The effectiveness of leadership and management of the early years provision

The club's policies, procedures and vetting systems are effective in safeguarding children. The staff are knowledgeable about the procedures to follow if they were to become concerned about a child's welfare and all the required records are well maintained. The environment both indoors and outside is subject to thorough risk assessments to ensure risks to children are minimised. However, the hall is sometimes used as a thoroughfare which potentially compromises the measures put in place.

The provider has a good understanding of her provision and how it impacts on the children in her care. She ensures her staff attend the required training and encourages attendance on further training to up-date staff's knowledge base to facilitate continuing improvements. The club's self-evaluation and feedback from children and parents help to effectively identify and address any areas for improvement. For example, the club have improved the information they receive about the children in an 'all about me' booklet and have improved the snack offered to ensure it is encouraging healthy eating habits. Because the children are involved with the self-evaluation the club is relevant to their changing needs and interests.

There is a balance of planned, purposeful play and child-led activities that foster active learning. What the children experience is good and the atmosphere is one of mutual respect. The equipment is suitable and age appropriate with a good variety of stimulating play resources offered. However, because the club do not have sole use of the hall their resources are packed away after every session. This means that the staff present the activities that they and the children have planned, with the rest of the play resources being unavailable for self selection as they are in the cupboard. This results in restricting the opportunities for children to find their own solutions when they are creating things for example in the design and making process. There are positive images within play resources that challenge children's thinking and help them to embrace differences. However, the club is not exploiting this through displays.

The staff are keenly aware of the benefits to the children of working closely with their parents, carers, teachers and other agencies in order to ensure that each child's individual needs are known and supported effectively. The staff's good knowledge of each child's background and individual needs help them to provide an inclusive environment where children feel valued and parents wishes are respected. The staff liaise with both parents and class teachers to support children's additional needs. For example, to ensure consistency with behaviour management. There are clear communication channels encouraging a two-way flow of information such as letters given to parents inviting suggestions, daily discussion, contact books if needed and leaflets providing information about planned activities.

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

Children are secure and have a strong sense of belonging. They know what is expected of them and are well behaved. The club's behaviour management policy is effective and is sensitive to the physiological effects on children's behaviour. It is evident through their warm greetings on arrival that the children are happy to be together. It is very noticeable how well boys and girls play together and play resources, games and activities are not gender stereotyped. Children's understanding of diversity is enhanced as they celebrate festivals and special events helping them to value aspects of their own lives and others. Because the staff are warm and supportive, the children confidently interact and make their needs and requests known to them. The group is relatively small and has a family atmosphere where all the children play harmoniously together. The staff permeate a sense of fun which often results in the children inviting them to join in with their games.

The staff have a secure understanding of the Early Years Foundation Stage and use a key worker system to support their early years children. Careful consideration through observation and discussion is given to the planning to ensure it is matched to the children's needs and interests. The children enjoy their time at the club and commented that they like to play with their friends, play football, enjoy the food and that the club has lots of games. The children enjoy manipulating clay and play doh, listening to music, playing games such as hide and seek and hopscotch and using the role play area imaginatively as a shop, café or nursery. They enjoy dressing up, playing with puppets and reading stories.

The children feel safe at the club and commented that the staff watch them from the door when they go to the toilet to make sure they are alright. The club is secure and is only accessed through a locked door. All visitors to the school are supervised and logged in. Children are involved in activities to help them look after their own safety. For example, work sheets from the London Fire Brigade encourage the children to draw where they think the smoke alarms should go in a house, which prompts discussion about why and what to do if caught in a fire.

Children are reminded to wash their hands before snack and sit at the snack table when they are ready to eat. They are offered a nutritious snack such as tomatoes, cucumber, raisins, tangerines, apples, brown bread, butter and honey with squash and water to drink. Water is available for the children to help themselves throughout session. Children are encouraged to eat healthily through worthwhile activities such as making fruit kebabs and playing a food tasting game. They discuss healthy and not so healthy foods and engage in a wide range of physical activities, both indoors and out such as team games, skipping and dancing. This helps to increase their understanding about what is important to keep themselves healthy.

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	3
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