

Bromley Mytime at Crofton Infants

Inspection report for early years provision

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Inspector

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Setting address

Crofton Infant School, Towncourt Lane, Petts Wood,
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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

Bromley Mytime Club is managed by Bromley Play and Childcare Services. It operates from Crofton Infants School in Petts Wood. All of the children attending the setting are pupils at the school. The setting is registered to care for a maximum of 41 children under the age of eight, at any one time. A total of 64 children are currently on roll, six of whom are within the early years age range. The setting supports children with special educational needs and/or disabilities and those who are learning English as an additional language. Session times are Monday to Friday from 3pm until 6pm during term times. The setting has the use of a school hall and associated toilet facilities. The main school's playground is used for outdoor play sessions. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Five staff work with the children. One member of staff has National Vocational Qualifications at level 3; three staff have level 2 of the same qualification. One member of staff is unqualified. The is also accessible via a ramp.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bromley Mytime is a good out of school club. Children's welfare, learning and development are promoted well in a caring and stimulating environment. All children are included well in the range of activities and use of equipment. Parents and carers are happy with the quality of care their children receive. The setting is well resourced and promotes inclusive practice well. It has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop assessment systems to identify learning priorities for each child and enable staff to effectively monitor children's progress in all areas of learning.

The effectiveness of leadership and management of the early years provision

The committed leadership and management ensure that policies are reviewed and accessible for the day-to-day care of the children. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to protect the children. The premises are clean and secure, with controlled visitors' access and exit to ensure the safety of the children. Daily registration of staff and children assist staff to keep track of each child's movements.

Leaders are actively committed to improving the quality of provision and show ambition and drive. For example, staff actively participate in a range of childcare

training and workshops which enables them to extend their awareness of current childcare practice. The good access to training programmes and guidance from the local authority's Early Years Service are assisting the setting to successfully drive improvement and extend the range of resources.

The setting liaises with the main primary school which facilitates valuable exchange of information for the care and education of the children. The positive links with the main primary school and the attached Special Needs Unit assists staff in providing good care and education for the children. As one parent put it, 'My child likes it here and does not want to leave at the end of the session'. Partnerships with parents are good. Parents provide helpful background information about the children which assist staff in addressing the needs of the children.

Leaders' self-evaluation is good. Staff work well as a team and take collective responsibility for the care and active promotion of the welfare and learning of the children. The setting is well resourced and effective use is made of resources to promote children's learning opportunities. Staff make excellent use of the indoor and outdoor space. For example, the main hall supports children's exciting physical play sessions. The children's use of the main school outdoor playgrounds and fields for energetic outdoor games are helping to extend the range of learning experiences. Promotion of equality and diversity are good. Staff facilitate the social integration of the children with special education needs and/or disabilities. The attractive displays, such as the Diwali lanterns and cards made by the children, are developing their awareness of other cultures.

Leaders have effectively addressed the identified areas for improvement raised at the last inspection.

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

The setting provides a wide range of enjoyable activities, which sustain the children's interest. For example, children persevere for extended periods of time, as seen when they were painting a wooden spinning top and doing construction activities. They enjoy taking part in exciting mathematical games during which they explore the order of numbers and do calculations. Children's good use of their imagination is evident in their spectacular tower construction, which they build with small, colourful bricks. A high quality display of the children's 'Ugly Bug Ball' designs demonstrates pride in their work. They demonstrate good early social skills as they happily take turns during activities. Subsequently, children are developing valuable skills for the future.

Adults' positive discussions, during registration times, about the settings safety rules are increasing their awareness of safety. Subsequently, children play sensibly during games and tasks. Staff interact well with the children and extend their play. Children positively respond to the support of the staff, which contributes to the setting's calm and relaxed atmosphere. They confidently approach staff to express concerns and their needs. Regular outdoor bat and football games are increasing the children's awareness and enjoyment of being fit by having an active

lifestyle. Children keenly work together helping to prepare snacks, serve drinks and clear up resources at the end of the session. Snack times are fun with children sitting together to eat their healthy snacks in a happy learning environment. Children's health is promoted well and they have access to fresh drinking water.

Planning covers the six areas of learning and ensures a balance of self-chosen and adult-directed activities. However, adults do not always make it fully clear what the children are learning as they do activities. Assessments are at the early stages of development. As such, leaders are beginning to work on this area for development so that they can more rigorously check the rates of progress children make towards the Early Learning Goals.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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