

Cherry Tree Kids Club Bedonwell School

Inspection report for early years provision

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Inspection date	20/01/2011
Inspector	Sarah Morfett

Setting address	Bedonwell Junior School, Bedonwell Road, BELVEDERE, Kent, DA17 5PF
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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

Cherry Tree Kids Club Bedonwell School registered in 2010. It is situated in the London borough of Bexley and runs from Bedonwell junior school, taking children from both the junior and infant schools. The breakfast club opens at 7.45am and the children are then walked to their classrooms by the staff, ready for school. The after school club runs from the end of school until 6.00pm. All children have access to a large secure outside play area.

The after school club may care for no more than 40 children under eight years; of these, not more than 20 may be in the early years age group, and none may be under four years at any one time. There are currently 50 children on roll, four are in the early years age group. The after school club is registered on the early years register and on both the voluntary and compulsory parts of the Childcare Register.

The after school club employs five staff. All of the staff, including the manager, hold appropriate early years qualifications; one member of staff holds Qualified Teacher Status and two members of staff are working towards an NVQ level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's uniqueness is promoted because of the staffs well developed knowledge of their individual needs. The staff work together to promote children's learning and development through activities based on the Early Years Foundation Stage. Mostly, partnerships forged with parents and other professionals contribute to children's ongoing development. Overall, the group's capacity to maintain continuous improvement is generally good. They are realistic in identifying their strengths and areas for development but self-evaluation is not yet robust enough to fully identify priorities for development that will further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- strengthen links with other professionals to ensure information is regularly shared and used to promote children's achievement and well-being
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted through a well developed range of policies and procedures. Staff are confident about the procedures they would follow if they were to have a concern about a child in their care. A well written policy backs up this knowledge and they have access to local telephone numbers where they could seek advice or report a concern. All staff within the setting hold a current first aid certificate and could act appropriately in an emergency. A daily risk assessment is carried out to ensure the environment is safe for children to play in. Further checks of equipment are carried out on a regular basis and any issues are dealt with promptly. This helps to ensure that children's welfare and safety remains the group's priority.

Staff take time to set up the play area with toys and resources based on children's likes and interests. This makes it inviting for the children and they are able to make choices about what to play with. Furniture, equipment and toys are of good quality and suitable for the ages of children to support their learning and development. Staff deploy themselves effectively throughout the session to give children the best support while they relax and have fun after school, with a good balance of adult directed and child led play.

Equality and diversity is incorporated into all elements of practice. The group take part in festivals and celebrations from the different cultures of the children attending. Resources reflect diversity within books, small world play people and dressing up. The club provides good support for children with special educational needs and plans a meaningful range of activities which they know they enjoy. This ensures the individual needs of all children are met. The staff team work well together and through regular discussion identify where the group needs to move forward. They have not yet carried out any formal self-evaluation but plan to adopt the local authority system, now the group has become more established. In the meantime, the staff team are reflective in their practice and begin to work on priorities for development that will continuously improve the quality of the provision for all children.

The partnership with parents is good. The group seeks parent's opinions through the parent's comments book, which is left out for them to use and provides positive feedback. They say they are very happy with the after school club and that their children are so happy they are often reluctant to come home. Parents report that they feel involved in their children's learning and development because the staff share assessment records regularly and provide verbal feedback at the end of each session. The manager has begun to forge links with the other professionals to gain an understanding of which areas of development are priorities for the children. She is keen to strengthen this line of communication to ensure information is regularly shared and used to promote children's achievement and well-being.

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

Children are happy and settled at the after school club. On arrival they follow the familiar registration system then quickly make choices about what they play with. There is a wide range of toys and resources that support their different stages of development. Children are happily engaged and focused in the activities and enjoy input from staff who chat to them about their day at school. Staff use effective questioning whilst children play, which helps them to think and respond in a range of situations. Children enjoy coming to the club and staff are very attentive, ensuring children's emotional and social needs are well promoted.

Children are provided with a varied and interesting range of play activities to support their progress towards the early learning goals. Good free flow opportunities between inside and out means children can be active throughout the session; for example, they enjoy running around to let off steam, playing football and climbing. This challenges them physically and helps them to develop their muscle control well. They are able to engage in various mark making opportunities, for instance, signing their name for registration when they arrive and writing about what they like most at the club. This means they further develop writing for a purpose. They can stretch their imaginations as they mould and shape the play dough or create pictures with the very good range of art and craft materials. Children work together to build structures with the various construction materials available. This promotes team work and helps them learn to problem solve as they decide how the structure should develop.

Systems for observation and assessment have been implemented to meet the learning and development requirements. These are fairly new and are beginning to build a picture of how children are moving forward. Staff make observations of the children and link these to the expectations of the early learning goals. Some input from the children's class teachers help to identify learning priorities for the children. This information is used to inform the planning and shape the range of toys, resources and activities that are set out each session to ensure children have good opportunities to learn through play.

Children learn about keeping themselves safe as they follow the regular fire evacuation procedure, they know they must not run inside or go behind the tables into the kitchen area. Children have good opportunities to adopt healthy lifestyles; for example, they all know they must wash their hands before they eat. They thoroughly enjoy the healthy balanced diet and are able to choose what they want for tea from a range of very healthy food such as crackers, white and brown rolls with fillings of ham, chicken, cheese, cucumber and tomatoes. Drinks are readily available during the session and children can help themselves if they feel thirsty. This means children stay hydrated at all times.

Children demonstrate a good sense of belonging within the club. This is evident through the warm relationship they share with staff and each other and the children's reluctance to leave at the end of the session. They are actively involved in writing the club rules, which are displayed to ensure everyone knows how to

behave; for example, listen to each other, no bad language or racist comments and to tell the truth. Children sign an agreement to abide by the rules, learning to respect themselves and each other.

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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