

# Cherry Tree Kids Club

Inspection report for early years provision

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**Unique reference number**

EY415726

**Inspection date**

01/03/2011

**Inspector**

Lara Hickson

**Setting address**

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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 was registered in 2010. It is one of several clubs owned and managed by the same provider and is based in Christchurch School primary school in Erith, Kent. Children have access to two adjoining mobile classrooms, one with a kitchen and utility area. Boys and girls' toilet facilities are located in the main school building and children have access to the school playground and playing field for outdoor play opportunities.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children over the age of eight years, and up to the age of 11 years, may also attend. The club is registered to provide care for a total of no more than 40 children overall, with no more than 24 children in the early years age group. Currently there are 18 children on roll, four of whom are in the early years age group. Three members of staff work at the setting, one is qualified to a National Vocational Qualification (NVQ) at level 3, one is qualified to level 2 and one is currently completing a NVQ at level 2.

The provision consists of a breakfast club, which operates from 7.15am until school starts and an after school club, which operates from 3.15pm until 6pm. Facilities are available to children attending Christchurch School and have been extended to include a neighbouring school.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's learning and developmental needs are progressing well as a result of the setting's knowledge of the Early Years Foundation Stage. The setting provides a bright, stimulating environment where children can play, learn and relax after a busy day at school. Staff encourage children to progress by providing them with opportunities to solve problems and discover new skills through a wide range of different activities. A range of purposeful activities and resources are available to children and additional resources can be borrowed from the other after school club sites extending learning opportunities for children further. Partnerships with parents and the local schools enable staff to meet the individual needs of all children, including those with any additional or behavioural needs. The staff team is evaluating aspects of the setting which improves outcomes for children although a formal self-evaluation system has not been introduced into the after school club currently.

## **What steps need to be taken to improve provision further?**

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

- increase opportunities for children to develop self-help skills with particular regards to snacktime
- extend self-evaluation systems further to take into account different views of those using or attending the setting
- increase opportunities for children to develop an understanding and knowledge of information and communication technology.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded effectively within the setting as the staff team demonstrate a good understanding of child protection procedures and how to keep children while at the setting. A comprehensive safeguarding policy is in operation and staff demonstrate a clear understanding of their responsibilities towards recording and reporting any concerns of abuse or neglect. The after school club currently has appropriate measures in place to promote children's ongoing safety in both the indoor and outdoor environments. A new security system is being installed in the forthcoming week and this will extend security of the setting further which will enhance safety outcomes for children. Risk assessments are thorough and are reviewed regularly to ensure that they are effective in ensuring that potential hazards to children are minimised. Clear procedures are in operation regarding arrival and collection and children are not released to anyone other than the authorised people permitted to collect as stated on their initial form. All visitors to the setting are asked to show their identification where applicable and to sign into the setting, this ensures staff are aware of who is on the premises at all times. Fire evacuation procedures are clear and effective and further promote children's ongoing safety. During the inspection the fire alarm goes off and all of the children and staff immediately evacuate from the setting in a calm, sensible way. Staff take an evacuation pack with all the required contents and are confident and reassuring in their approach during the evacuation period.

The staff team work together extremely well and are extremely supportive of each other. Training needs are identified and met through the formal appraisal scheme and regular supervision. Deployment of staff is excellent and ensures that both the learning needs and safety of children are effectively met. A key person system is in place and enables staff to plan for each child's individual needs through observation and assessment. The staff team demonstrate a very positive approach towards ongoing training and development and are committed to developing their knowledge and understanding of the childcare field. All staff have completed safeguarding and paediatric first aid training and are receptive to completing additional courses. Although a formal self-evaluation is not in place currently, the setting evaluates practice on an ongoing basis which helps to improve outcomes for children. Areas of the setting are evaluated to promote children's learning and safety needs. For example, staff evaluate accidents and where applicable minimise these through additional precautions such as reminders for children to walk in the setting. Staff liaise closely with reception teachers and other professionals as required so that children's progress and development is supported in a consistent approach. Through discussion, the setting indicates a capacity to improve and discusses new initiatives they plan to introduce to the setting imminently such as

parent questionnaires. Recommendations made at other clubs within the group are discussed and changes would be cascaded into the setting where needed to improve outcomes for children.

Partnership with the parents is good. Parents are welcomed warmly upon arrival to the setting and staff relay how their children have been and pass on any information from school relating to the child. Parents praise the approachable, friendly staff team and how this has enabled their children to settle into the after school club. The staff team discuss each child's individual needs prior to the child starting at the setting and use this information to support the child to settle. Parents praise the help staff have given in supporting their children, for example, by finding out their interests and favoured activities and ensuring that there is a range available that encompass these individual aspects. The setting also works closely with the reception teacher within the school and is building relationships with the other school some of the children attend. A form has been compiled which the reception teachers are asked to complete and this gives staff an understanding of any areas that they could support which will aid individual children. Staff ensure that activities they plan to support a child's learning are fun yet support the children to develop further.

Documentation is maintained to a good standard and all records required for the safe and efficient management of the setting are available. A comprehensive range of written policies and procedures are in place and these are regularly updated to reflect changes in legislation and clearly underpin the setting's practices. Children's files contain all relevant information to ensure that individual needs can be effectively met and all required parental consents are in place.

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

Children arrive happily at the setting and settle in quickly. Staff greet children enthusiastically upon arrival and show interest in how their day at school has gone. Children's confidence and self-esteem is enhanced by staff constantly. For example, staff display children's art and craft on vibrant coloured display boards using bright lower case lettering and naming each child's artwork. Staff talk to the children in small groups and on a one-to-one basis and show interest in their individual interests. Additional resources are purchased or borrowed from other Cherry Tree settings relating to individual interests or following discussions with children and again this gives children a sense of belonging at the setting. There is an effective balance between planned and child-initiated activities with children suggesting activities they would like to do within the setting. This enables them to contribute to the planning of activities and resources.

The staff team extend children's concepts of numbers, shape and letter recognition through playing games, reading books and planning age appropriate activities encompassing the six areas of learning. Children's learning and development is extended through skilful questioning and one-to-one support. For example, staff sit and read books to children introducing new vocabulary and praising children's

knowledge of different areas. Some children really enjoy playing with and reading about dinosaurs and are able to name most of the dinosaurs they find in a dinosaur book. Staff praise these skills and encourage children to identify the initial letters of the dinosaurs, thus developing their letter recognition skills. Children have opportunities to see their names on displays around the setting and on a reward chart as well as other lower case lettering. There are numerous opportunities available to extend children's creativity. Children enjoy making bread and shaping their dough into individual creations, chatting socially to each other and staff as they create. Children have recently worked together to create a volcano from an upturned garden spinning top and this now forms part of the dinosaur area. These activities promote team work in the setting and encourages children to listen to each other's opinions as well as to develop problem solving skills as they decide how the structure will evolve. Papier mache is used to cover the spinning top which forms the template for the volcano. Currently there are few activities to enhance children's understanding of information and communication technology although this has been highlighted as an area of development.

The setting provides numerous opportunities for children to make decisions, for example, with regards to activities they choose to play with and making choices at snack time. However, there are limited opportunities for children to independently serve themselves. For example, at snack time although children chose what they would like in their wrap and what vegetables they wish to accompany their meal, staff served up the fillings for the wraps and pour out the drinks.

The setting demonstrates an extremely positive approach towards inclusion. The staff team works closely in partnership with parents and other agencies where required to fully meet the individual needs of all children attending the setting. For example, staff have discussed behaviour management strategies with parents and class teachers which has ensured consistency for children and as a result a significant change with regards to behaviour. Staff demonstrate a significant understanding of each child's unique needs and have detailed information on child record forms of individual requirements. Observations are undertaken to establish children's interests and enjoyment of activities and staff use these to plan further for each child's individual needs and development. Staff cleverly plan activities based on a child's interest which often encourages them to participate in activities which they may have been reluctant to previously, such as creative activities. A variety of resources are available depicting positive images and children participate in activities celebrating religious festivals from around the world. For example, children enjoy making a large dragon and lanterns to celebrate Chinese New Year and discover which animal in the Chinese calendar represents the year they were born in. Children have drawn pictures depicting the image of the year they were born in and staff have displayed these prominently around the Chinese New Year display. Children also have the opportunity to taste noodles and attempt to eat them with chopsticks.

Children are well behaved and kind and supportive to each other. For example, during the fire evacuation, two of the older children look after a new child attending the setting for the first time and chat as they cross the school field to the designated meeting point. Staff encourage and praise children's behaviour, for

example, rewarding them with stickers for good table manners or taking turns.



## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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