

# Bromley Mytime at St. Vincent's

Inspection report for early years provision

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**Unique reference number** EY289546  
**Inspection date** 09/11/2011  
**Inspector** Linda du Preez

**Setting address** St. Vincents Primary School, Harting Road, London, SE9  
4JR

**Telephone number** 07930289522

**Email**

**Type of setting** Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Bromley Mytime at St. Vincent's is registered as one of the Bromley Mytime groups. The group operates from St. Vincent's Primary School, which is situated in a residential area of Mottingham in the London borough of Bromley. It has use of the main school hall and adjoining library, a computer suite and an additional classroom, if needed. There are separate toilet facilities for boys and girls and an outdoor playground. The after-school group is open term time only from 3.15pm to 6pm and is available to children who attend the school.

The group is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a total for 24 children. The age range of children attending is from 4 to 11 years and there are 40 children on roll. The group supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The group employs two permanent members of staff, who both hold a Level 2 qualification. The group receives support from the management committee of Bromley Mytime Charitable Trust which interviews and appoints all staff.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have their individual needs suitably met by a committed staff team. However, management does not sufficiently evaluate the group to ensure effective continuous improvement, so that weaknesses in meeting some statutory requirements, including staff qualification training, are not identified. Consequently, arrangements for staff qualifications are not robust and systems for assessing risks are inconsistent. Overall, children are settled and happy within the group and make good progress in their learning and development. Staff have established good working relationships with parents who are kept informed of their children's daily routines and experiences. Staff liaise soundly with the primary school on site to foster continuity in children's care and learning.

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

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

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Premises, environment & equipment) 09/12/2011
- develop and implement an action plan that sets out how supervisors will achieve a Level 3 qualification 09/12/2011

## (W2.2 Qualifications, training, knowledge and skills)

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

- provide opportunities for self-chosen activities, to allow children to have more control over their learning.

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

The provider failed to notify Ofsted of a change to the person who is managing the early years provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. Overall, safeguarding procedures are satisfactorily in place and understood by staff, who have undertaken the relevant training and are soundly aware of their responsibilities. There are a number of breaches of specific legal requirements. Some recruitment procedures are used to check that staff are suitable to care for children; however the management has not established that the supervisors have appropriate early years qualifications. There are no written records of risk assessments to show who conducted the risk assessments and when. However, children are cared for in a safe, secure and suitably maintained environment as the premises are regularly checked.

The leader and her team are motivated and keen to further improve the group. For example, they have purchased new resources, such as boards on which to display children's work to place value on their contribution. Their reflective and enthusiastic approach has enabled them to consider effective ways in which to motivate children to develop skills for the future, such as regular use of the ICT resources in the school. However, senior management does not drive and secure improvement effectively. Lack of self-evaluation has led to a failure to identify some strengths and weaknesses and in not meeting all statutory requirements.

Children are able to access a variety of resources, which promote all areas of development. All toys and resources are kept in good condition and are suitable for the children present. The leader ensures that staff are soundly deployed. This means that children are suitably supervised and staff are able to offer a good balance of adult-led and child initiated play. Children have equal opportunities to be engaged in a variety of activities. Positive images and resources around the setting promote appropriate equality and diversity. Staff have a sound knowledge of children's background information to enable them to meet their individual needs. Children develop a suitable awareness of their own and other cultures through a range of activities, such as greeting others in a variety of languages at register time.

Parents and staff work well together and share information about children's individual experiences and needs. Discussions with parents demonstrate that they are happy with the club and especially the staff. Their comments include, 'Both my children have attended; they love it here'. Staff respond positively to the feedback given by parents and welcome their ideas. They have recently started a homework

club in response to suggestions by parents. Parents comment on what a valued aspect of the provision the homework club has become. The staff work soundly in partnership with class teachers through discussions and sharing relevant information; this ensures positive channels of communication. Staff are aware of activities and events throughout the school and often plan activities to complement what the children are learning about during school hours; this enhances continuity in the children's care and learning.

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

Children confidently leave their classroom to attend the club and arrive enthusiastically to participate in the activities. The key worker system ensures that children form attachments to staff and respond positively. They develop suitable social skills and behave appropriately. They enjoy chatting to friends and staff throughout the session. Children are encouraged to support one another; for example, older children help younger ones to complete puzzles and tidy away. They are developing a suitable understanding of responsible behaviour because of the staff's gentle, caring and supportive manner. Children are confident to ask staff for additional resources though they are not involved in planning or setting up. This is a missed opportunity to enable children to make their own choices and decisions about their learning and experiences.

Children are keen to join in with activities, to share and collaborate. For example, they work together when building towers and models with construction toys. Children communicate with confidence; they demonstrate their ideas through gestures, expressions and words. Staff encourage children's spoken language and thinking by asking open-ended questions, such as why adults complete attendance registers. Children reply that it is important for the adults to know how many children are present in case of emergency. Consequently, children are developing a sound sense of their own personal safety.

Children express how much they enjoy regular activities in the outdoor area, which enable them to move confidently and safely; these enhance their physical well-being. They benefit from healthy meals at the end of the day. Older children are encouraged to help prepare the food and staff make suitable use of opportunities to talk about healthy food. This begins to develop children's awareness of what constitutes healthy eating. They understand the importance of washing their hands prior to eating and after toileting.

Children enjoy learning skills for the future. They develop independence through dressing in the role-play area; they participate in crochet lessons to encourage sewing skills and enjoy cooking activities and food preparation. Parents comment positively about the skills their children are developing as a result. Children are able to access a wide range of books and some enjoy reading to others. They are able to read their reading books from school and enjoy practising their literacy skills because of the availability of writing materials. Children are able to express

themselves creatively as staff ensure that suitable resources are available to them. They enjoy making 'flowers' and creating pictures together using a wide range of collage materials. Staff encourage children through praise and recognition of their efforts and children respond with an enthusiastic approach in their attitude. As a result, children develop self-confidence and praise each other throughout the session.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) 09/12/2011
- develop and implement an action plan that sets out how the manager will achieve a qualification at a minimum of Level 3 in a relevant area of work. (Qualifications and training) 09/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) 09/12/2011