

# St Marks After School Club

The Great Hall, Civic Centre, Stockwell Close, Bromley, Kent, BR1 3UH

<b>Inspection date</b>	23/10/2012
Previous inspection date	30/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, motivated and eager to learn. They show developing levels of independence, curiosity and imagination have good relationships with practitioners and each other
- A well-established key person system helps children form secure attachments and promotes their well-being and independence
- Children have free access to stimulating resources which they can choose to play with in a variety of ways. These enable children to make choices and become independent learners as they move around the setting.
- Practitioners work well with parents to help children settle to support their emotional needs and develop their confidence in a new environment.

### It is not yet outstanding because

- Opportunities for children to develop their early reading skills through the environment are not fully embraced.
- The environment does not allow children to move freely between indoors and outdoors.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector discussed leadership with the manager.
- The inspector sampled records and documentation relating to children's progress and development, safeguarding, staff suitability and self-evaluation methods.
- The inspector sought the views of children through discussion with them and observations of their play.
- The inspection was carried out by one inspector over one session.
- The inspector sought the views of some parents as they arrived to collect their children.

## Inspector

Claire Douglas

## Full Report

### Information about the setting

St Mark's After School Club at The Great Hall re-registered in 2011, following a move of premises from the Pavilion. It originally registered in 2004. The club is run by the Mytime Management Trust and operates from the Great Hall, Bromley Civic Centre in Bromley. It has use of a large hall. A public garden and park in the town centre are used for regular

outings. The club operates from 3.20pm to 6pm, Monday to Friday, during term time. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend from St. Mark's Primary School. Staff supervise children in a 'walking bus' between St. Mark's School and The Great Hall. There are currently 40 children on roll, of these five are in the early years age range. There is one full-time manager working directly with the children and three part-time staff, depending on numbers of children in attendance. Two members of staff, including the manager, have appropriate childcare qualifications. The club receives support from the management of Bromley Mytime Charitable Trust who interview, appoint and deliver training programmes to all staff members. The club receives support from the local early year's advisory team.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- review the environment to further support children's physical development by providing as much opportunity as possible for children to move freely between indoors and outdoors
- create an environment rich in print where children can learn about words, for example, by using names, signs, posters.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are provided with a good balance of adult-initiated and free play activities. They make good progress, due to the staff's sound knowledge of child development and characteristics of effective learning. Staff's positive communication and interaction, means that children show enthusiasm for all activities. Staff help children as needed, without taking over or directing, join in their play sensitively and embrace their thoughts and ideas. Consequently, children are stretched and progress well in their learning and development in relation to their individual starting points. Physical development is generally well encouraged through, team games, the walking bus and visits to the park. However, the lack of opportunity for children to move freely between indoors and outdoors limits opportunities for children to freely engage in physical play. Children's language development is supported well, through conversations with staff about what they are doing and how. Children are actively included in the planning, for example, children drew pictures of how they would like to decorate the hall. As a result children develop secure foundations that help them prepare for the next stage in their learning.

Staff are aware of how different groups of children learn and adapt activities accordingly. For example, those who are not at ease in big group activities are provided with opportunities to take part in smaller groups, helping to build up confidence as they play together. Children play with a wide range of resources which encourage development in all areas of learning, such as building bricks, dressing up outfits and books. Literacy is encouraged through mark making on various media. However, limited use of print around the environment restricts the learning opportunities for children to recognise familiar letters and words. This limits opportunities children have to make connections between objects and their names to help them develop their early reading skills.

Staff make sure children are well occupied and happy, whilst encouraging learning and sharing through the games they play with them. For example, the children delight when it is their turn to make the parachute fly high in the air. Behaviour is good; they show a good awareness of responsibility in the setting. Children select play materials independently and enjoy praise when putting them away. Staff give children the time and support they need to achieve their goals without rushing them on to other activities. Children's development is supported across the areas of learning; they are interested and motivated to learn.

### **The contribution of the early years provision to the well-being of children**

Children are cared for in a large hall environment, and due to the good deployment of staff they appear settled and secure to explore the surroundings. A successful key person system helps children form good relationships and promotes their well-being and independence. Staff have a good understanding of the importance of attachment and take time to make sure the settling-in processes are suited to each child's needs. Valuable information from parents on the uniqueness of each child is gathered during initial registration, which enables them to settle well. This helps to develop children's sense of belonging, self-esteem and confidence.

Children's good health and well-being are given careful attention by the staff as they design menus together promoting and discussing the importance of healthy eating. Snacks are provided such as chopped strawberries and apple with muffins and cheese. Children understand the importance of good hygiene and know to wash their hands before eating.

Children's safety and well-being is given high priority by staff. For example, thorough written risk assessments and daily visual checks review the safety of the setting and any outings made. Safety measures are in place, such as locks to the entrance, preventing access by strangers to the hall. Children are actively encouraged to develop a clear understanding of how to keep themselves safe. For example, as they walk along the pavement holding hands they are reminded of how to stay safe and how to cross safely at crossings. Regular fire practices are included in the routine so all children know what to do in an emergency. Staff are all in the process of refreshing their safeguarding training to make sure knowledge is up to date. A comprehensive policy is in place to help safeguard children whilst at the club. The trusting relationships the children have with the staff

reflect children's sense of security.

Staff support children's understanding of the need to share and take turns and to respect each others' feelings. Children are praised and thanked for their efforts throughout the session. As a result, children are aware of their boundaries and expectations for good behaviour.

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

Systems to monitor the effectiveness of the provision are in place through completing self-evaluations. This has set about plans for improvement. The management team are motivated and conscientious with an aspiration for continuous improvement. This is filtered through to parents and children via questionnaires and picture surveys.

Suitable recruitment procedures enable the management team to check practitioners are capable of their roles. The manager carries out appraisals and supervisions which highlight any training needs. Practitioners are encouraged to attend relevant training, most recently the revised Early Years Foundation Stage framework.

Parents are involved in their child's experiences and learning as they receive verbal feedback to keep them informed of their daily activities. In addition they receive a review of their child's developmental progress along with regular news letters to inform them of what is planned for the next term. Parents' comments indicate they are very happy with the service provided. For example 'My child has always enjoyed coming. I would recommend the setting to anyone looking for childcare.' Therefore partnerships with parents are sound. The manager described the importance of sharing information with other providers such as the school to provide continuity of care and meet children's individual needs. This enables staff to gain good support and offer continuity in meeting children's individual learning needs.

Staff fully understand the importance of safeguarding the well-being of children in their care. They are aware of the child protection procedures to follow if concerned about a child. Parents are informed of these responsibilities and staff know what to do in relation to reporting any concerns. The manager fully understands the required ratios she must maintain and the type of events she must inform Ofsted of should they occur.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY428053
<b>Local authority</b>	Bromley
<b>Inspection number</b>	771543

<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Bromley Mytime
<b>Date of previous inspection</b>	30/11/2011
<b>Telephone number</b>	07904 289462

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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