

Bubblegum After School Club Ltd

Harris Primary Academy Coleraine Park, Glendish Road, LONDON, N17 9XT

Inspection date

Previous inspection date

23/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- There are strong relationships between children, staff and parents. These means children's emotional well being is supported, so they are happy and confident to explore their surroundings.
- The manager and staff use the varying indoor and outdoor environment effectively to provide a wide range of stimulating experiences for children. Children enjoy these, showing high levels of engagement and making good progress.
- The manager fosters a culture of mutual support and teamwork which promotes the staff team's continued professional development and improves outcomes for children's learning and development.

It is not yet outstanding because

- Staff do not make the most of chances to promote children's skills during some planned activities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 talked to the manager, staff, children and parents.
- The inspector undertook a joint observation of a children's activity with the manager.
- The inspector sampled documents, including children's learning records, all staff Disclosure and Barring Service records and relevant policies.
- The inspector observed the environment and the staff's interactions with children.

Inspector

Naomi Hillman

Full Report

Information about the setting

Bubblegum After School Club registered in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. There are currently 36 children on role of whom four are in the early years age range.

The after school club is run by a private provider and operates from the Harris Academy Coleraine Park Primary School, in the London borough of Haringey. The children use a main club room, an information and communications technology room, the school hall and three enclosed outdoor play areas. It is open each weekday from 3.30pm to 6pm during term time only, with occasional holiday clubs offered. The after school club provides a service for children from the local community. Systems are in place to support children who are learning to speak English as an additional language. The after school club has nine staff; of these, six hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- extend opportunities for staff to provide individual support to enhance children's learning and development, for example, during mealtimes

Inspection judgements

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

The children are clearly happy to arrive at the club. They are greeted warmly by staff and move confidently around the rooms chatting cheerfully as they put their belongings away. The main club room is a bright and welcoming environment. There is a wide range of clearly marked toys and equipment, covering all seven areas of learning. Children select from this range of resources leading to them developing high levels of independence. They are self motivated as they take part in a wide range of interesting activities that support their learning and development. Children show high levels of engagement and quickly settle down to activities.

The education programmes cover all the seven areas of learning, concentrating well on the most important areas. The staff provide an exciting range of experiences for the children. For instance, in response to children's interests, the home corner has been set up as a 'hair dressers'; staff have provided a rich range of resources including phones, pens and appointment books. These resources extend the pretend play to allow children to practise their writing and communication skills. This type of provision, and the support of

staff, means that all children are making good progress in their learning and development.

Staff have high expectations of children. They listen to them and ask interesting questions that extend children's communication, thinking and problem solving skills. These are useful skills for children when at school. Children's progress is shared by the reception class staff, so club staff have a good understanding of children's learning and development when they join the after school club. Key workers observation children's play carefully. These are used to effectively plan activities to support the children's next stages of learning and development.

Staff engage well with parents. Parents receive a 'parent's hand book' and suggestions about helping their children while settling into the club. Staff ask parents about their children when they first visit, gaining information about their preferences, for example. Staff show a good understanding of how to promote children's language and communication skills. For example, a 'key person' explains that she plans to use simple board games involving small groups of children to support a new child's listening and ability to take turns.. This careful planning helps ensure that all children are making good progress and developing the skills to be ready for the next stage of their learning.

The children are interested and keen learners because staff understand the importance of child-led play and provide for this. They encourage children to 'have a go' and develop new skills rather than stepping in and taking over. This approach means that the children gain high levels of self-confidence and are developing the characteristics of effective learning.

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

There is a good 'key person' system in which staff take special responsibility for certain children. This system helps children form secure attachments. These are evident from the confidence and self assurance shown. One child says 'We like it here because the grown ups are nice and let us choose what we want to do'. There are strong relationships between parents and staff too. Parents recognise that the 'warmth and care' shown by the staff is one of the strengths of the club.

The staff are good role models showing kind and respectful behaviour towards each other and the children. Staff take all opportunities to praise children and there is a clear and consistently applied behaviour strategy. When needed staff calmly tackle any unwanted behaviour. All these models contribute to children behaving well, and feeling confident and safe in the club. Throughout the inspection children played well together, negotiating and taking turns. They were often able to resolve minor conflicts without staff intervention; older children are keen to support younger children. This attitude shows that relationships are strong at all levels and children are learning to respect and tolerate each other's differences.

Staff explain the importance of a healthy diet and exercise to children, encouraging them to try new foods. Children show a clear understanding of the benefits of a healthy lifestyle.

For example, a child takes a large plate of salad and says 'I can run quite fast and if I eat salad and fruit I might be the next Usain Bolt'.

During snack time staff, focus on serving food, which means that the children sit and eat as the staff move around them. While the older children talk amongst themselves, some of the younger children sit quietly while eating. This is a missed chance for staff to engage with children individually and support their social and language skills, particularly when in the club for a relatively short time.

The children have access to several secure outdoor spaces, where they enjoy fresh air and taking part in a variety of physical games. Staff give priority to children's safety, making sure that older children's faster, louder games do not affect on the younger children, by moving them to a second playground. Staff use 'walkie-talkies' to stay in touch and maintain ratios while supervising children in the different outside areas.

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

The safeguarding and welfare responsibilities are clearly understood by management. The manager ensures that staff understand the safeguarding policies and that these are securely implemented in practice. This process means that children's safety and welfare is effectively promoted. As part of the safeguarding process there are good induction processes in place. These ensure new staff have a secure understanding of relevant policies before they start working with the children. Safeguarding practice is consistently implemented and children's safety is maintained.

The manager has a good overview of the educational programmes provided and oversees the planning for children in the Early Years Foundation Stage to ensure it meets their individual needs. Planning provides a broad range of experiences which help children progress in all areas of learning and development.

The manager has a strong understanding of how to promote children's learning and development and uses this knowledge when observing staff practice. She is keen for all staff to continue their professional development. Any staff underperformance is identified and tackled. Staff are encouraged to attend training and develop their knowledge, understanding and practice in order to help drive continuous improvement. Weekly team meetings are used to reflect on practice and individual children's learning and development. This evaluation of practice is then used to identify areas that need to be changed or improved.

There are good relationships at all levels. The manager seeks staff and parents' opinions in the self evaluation process. This means that weaknesses are identified and plans for improvement acted on, so there is a continuous process of improvement. For example, in response to staff' and parents' concerns a video-entry system has been put in place for the side door that children are collected from, as previously it was difficult for staff to clearly see who was outside before opening the door. This new system has improved

security of the premises and children's safety.

There are well developed systems in place to share information and work in partnership with parents. The manager makes sure all parents and children visit the club before joining. These visits are used as an opportunity for staff to get to know the individual child's needs and interests and build relationships with parents. This means the manager is aware of children who need additional support such as those for whom English is an additional language. She makes sure that appropriate support is provided. For example, the after school club members are able to use the school's bilingual games and they have a Turkish speaking member of staff who supports children who are learning English. These actions help, all children make good progress.

The manager has excellent relationships with the school staff and they work in partnership to provide a consistency of care for the children who attend the club. This is evidenced when the manager is asked by a teacher to go and talk to a child who is in distress in the classroom. This strong relationship means that children's needs are met as they move between school and after school club.

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
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 action. 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

Unique reference number	EY460719
Local authority	Haringey
Inspection number	910508
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	50
Number of children on roll	36
Name of provider	Bubblegum After School Club Limited
Date of previous inspection	not applicable
Telephone number	07886 496 301

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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, which are usually the childminder's 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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