

Chucklebox at Parish School

Parish C of E Primary School, London Lane, BROMLEY, BR1 4HF

Inspection date

Previous inspection date

16/06/2014

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

- Staff engage with children exceptionally well, enhancing the learning experiences which are imaginative and exciting.
- Children are well behaved and clearly enjoy their time at the club. Children have developed positive relationships with each other and with staff. Staff are caring and make the club feel homely and welcoming.
- Staff seek the views of children and parents to help them evaluate the provision to drive improvement effectively.
- Staff have good knowledge of the safeguarding and welfare, and learning and development requirements, which they use well to keep children safe and help them make good progress.

It is not yet outstanding because

- Staff do not place a sharp focus on following up the next steps that they plan for children's learning and development, in order to help children progress as well as possible.
- Although written policies and procedures are available to parents, staff have not thought about more effective ways to present such information to make sure parents are fully informed of how the club operates.

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 sampled a range of relevant documentation, including children records.
- The inspector looked the club's facilities and resources.
- The inspector spent time observing staff practice and children's play activities.
- The inspector discussed how staff evaluate practice and spent time talking with children to seek their views.

Inspector

Justine George

Full report

Information about the setting

Chucklebox at Parish School re-registered in 2014. It is one of four out-of-school and holiday provisions run by a private provider. The out-of-school club runs term time only serving families and children who attend Parish Church of England Primary School. The club has sole use of two classrooms and a main hall, as well as a kitchen and toilet facilities. The club operates a breakfast club from 7.30am to 9am, and afterschool provision from 3.15pm to 6pm. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A team of five staff, including the provider, work in the club. Of this team, three hold appropriate early years qualifications. This number includes the provider who is qualified at level 4. There are currently 42 children on roll, of whom four are in the early years age group. Children aged from four to eleven years attend.

What the setting needs to do to improve further

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

- improve the systems for providing information to parents so they are well informed of the procedures and responsibilities staff have in caring for children
- strengthen the assessment methods by following up all the identified next steps in children's learning, so that these provide a sharp focus in teaching and help children make rapid progress.

Inspection judgements

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

Staff seek good information from parents when children first start at the setting. This means staff are well informed about children's capabilities and preferences. They use this knowledge well to meet the needs and interests of all children. Staff make the club welcoming for children. This is because staff are friendly and relate to each child really well. As a result, children enjoy playing with staff. For example, they ask staff to join them on the climbing frame, then start to jump on the bridge bouncing the adult up and down which delights children.

Staff have good knowledge of the learning and development requirements. Staff plan a range of experiences for children which they find exciting. For example, children enjoy interesting dance, cooking, a range of creative activities and time in the garden. These activities help them to unwind well after the school day. Staff work alongside the teachers at the school to find out about current learning experiences for children. Staff complement

this learning well. For example, at present children are undertaking activities connected to planting that link well to stories children learn about in school. Staff engage children well during such activities in conversations that development their communication and language skills well. They ask useful questions, such as encouraging children to find out what the seeds will grow into. Children respond positively by studying at the seed packet, and detailing that they know that seeds need sun and water to grow. They talk about putting the seeds in 'another part of the garden' to prevent the 'squirrels and foxes' from eating them. Children show great pride in looking at the progress of what they have already planted. They know that they are currently growing cucumbers, tomatoes, lavender and rosemary. This shows that children are widening their vocabularies, as they learn about the world around them

The quality of teaching is good. Staff encourage children to think of ideas or develop their understanding. For example, when reading to children time is spent discussing the pictures and text. This teaching supports children well, developing their understanding of literacy and ways to convey meaning. Staff encourage children to predict what will happen in stories, and to express their ideas. This teaching helps prepare children for the next stage in learning.

Staff provide children with experiences that allow them to practice skills learnt in school, such as writing numbers. Staff are on hand to help correct number formation. Staff encourage children to undertake a variety of mathematical ideas, including counting in twos and learning how to double number. Children enjoy time outside where they use their imaginations well and play cooperatively, showing how well they get on together. They use the parachute creatively as a tent, for example, adding cushions so they can sit comfortably and enjoy time chatting to each other. This shows children are developing their personal, social and emotional skills well.

Staff plan for children's needs and interests well. They regularly observe what children can do and build on their capabilities to take learning forward. For example, children develop their physical skills by learning how to walk using stilts, showing good coordination to do so. However, while staff plan the next steps for children's learning to help children make some further progress, not all these steps have been followed up to help them make rapid progress from their starting points on entry. Children's development records are available for parents and staff share children's achievements with staff on a regular basis to aid a consistent approach.

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

Relationships are good between children and staff. This means children come into the club happily and straight away begin chatting with each other and staff. Children enjoy the range of activities and are keen to go off and play after they have eaten tea. The range of experiences means that children are stimulated and enjoy their time in the setting. Children are cheerful, behave well and cooperate effectively with each other. This is because activities are stimulating, and staff are respectful and courteous towards children. Staff also have high expectations of children and recognise that they are capable

individuals. Children rarely ask for help and show high levels of independence. Staff and children relate to each other positively and relationships are warm and caring. As a result, children are confident and feel safe and secure. Children generally play safely and in the few times they may forget, staff provide good explanations to help their understanding. For example, children sometimes need reminding of how to use equipment safely. Staff reinforce this by explaining the possible consequences should they not adhere to the warning. However, children are well supervised at all times, and any potential risks are identified and minimised by staff. This means that children play in safe environments. Staff have attended appropriate first-aid training and know how to respond in the event of an accident.

Staff promote children's personal independence well. Children manage their personal needs and have developed good hygiene habits. For example, staff make clear expectations for children to wash their hands at appropriate times. Staff expect children to pour their own drinks when they are thirsty and to serve themselves during snack times, which contributes towards their growing sense of responsibility.

In the main, children show a positive attitude towards healthy eating. Staff provide a variety of healthy food. Children are keen to try new foods and most tuck into the vegetable couscous exclaiming that they 'love it'. Staff provide children with good opportunities for fresh air and exercise. Children are keen to spend most of their time outdoors enjoying the freedom and good selection of physical activities. Staff create a quiet area where children rest on cushions or enjoy stories with an adult, should they want some quiet time. The environment and activities offered meet children's differing needs well.

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

Staff have good understanding of how to promote the learning and development requirements within the Early Years Foundation Stage. As a result, children are making good progress because they experience a wide programme of learning experiences. Staff demonstrate a good understanding of the safeguarding and welfare requirements. There are well-written policies and procedures which provide a good reference tool for staff. Staff demonstrate a high level of understanding of how to safeguard children. As a result, child protection procedures and staff knowledge of how to deal with any concerns or allegations are robust. Records show that recruitment and vetting systems ensure all adults working with the children are suitable to do so.

Staff meet regularly to discuss ways of improving practice, in order to meet the children's needs and drive their progress better. Staff are involved in the process of reflection and adapting practice where they feel necessary. This is achieved through a pro-active approach that includes seeking the views of parents and children. The forms for children are child-friendly, with words and pictures that enable them to make a valued contribution. Feedback from children is positive. A few have commented that sometimes they have not been able to take part in an activity. As a result, staff have improved on this

by planning more effectively to avoid such disappointment. This shows that the leadership team is able to drive improvement well.

The leadership and management team are keen to support staff to develop professionally. Required training is attended and staff have opportunities to gain further qualifications. Staff clearly understand their role and responsibilities in working with children. The management team seek and share information from outside organisations and subscriptions to relevant childcare services, in order to improve practice. Staff have a good understanding of how to support all children. By working with families and services involved in the care of children, this enables them to achieve consistent practice.

Partnership with parents is good. All the required records are in place to ensure the children are well cared for in line with parents' requests. Parents comment that they are happy with the service and feel their children really enjoy attending. There is a range of information available to parents on the notice board. Policies and procedures are also available. However, these are kept in a big folder which is not easy to access, and staff have not thought about ways to distribute key information more effectively, to make sure all parents understand the club's work and how the staff responsibilities here differ to those of the school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY471886
Local authority	Bromley
Inspection number	950658
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	42
Number of children on roll	42
Name of provider	Joy Bassett and Andrew Bowes Partnership
Date of previous inspection	not applicable
Telephone number	02087770218

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

