

Mytime Active - Kent House After School Club

Harris Academy, Kent House, High Street, London, SE20 7QR

Inspection date	10/10/2014
Previous inspection date	21/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Management and staff have a good understanding of how to effectively safeguard children. They know and implement the club's safeguarding policies consistently to ensure children are fully protected.
- Staff are enthusiastic and they use available resources well to provide a varied range of activities for children both inside and outdoors.
- Children benefit from learning about healthy lifestyles; they have rigorous exercise and eat nutritious food.
- Children are encouraged to develop good relationships with other children and with the small and caring staffing team who create a relaxed and secure environment that supports children's play and learning.

It is not yet outstanding because

- Staff do not always adapt activities to involve children more in the planning to give them more responsibilities and challenge their thinking.
- The planning of activities does not encompass the projects that the children do at school to extend their learning.

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 spoke with children, parents, managers and staff at appropriate times.
- The inspector observed children as they played in the hall and the playground.
- The inspector sampled a selection of documentation including policies, staff records and children's files.
- The inspector carried out a joint observation with the manager.

Inspector

Gillian Cubitt

Full report

Information about the setting

Mytime Active - Kent House After School Club registered in 2004 and is one of the Bromley Mytime out-of-school groups. It is situated in Harris Academy School in Penge, Bromley, where it operates from the dining hall. There are nearby toilets and children have access to a playground. Access to the club is through the main school entrance. The club opens each weekday during term times from 3.15pm and 6pm. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 48 children on roll, three of whom are in the early years age group. The club takes children from three different primary schools. There are five members of staff who work with the children. Of these, four hold appropriate early years qualifications at levels 2 and 3. The club is part of Bromley Mytime Charitable Trust who interview, appoint and deliver training programmes to members of staff.

What the setting needs to do to improve further

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

- provide children with more opportunities to take part in the planning of activities to increase their responsibilities and to challenge their thinking
- extend the current good partnership with teachers to encompass more information about the activities and projects children do at school.

Inspection judgements

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

Children are happy and settled at this lively and welcoming out-of-school club. They are keen to take part in the various activities both inside and outdoors. The manager and staff confidently plan and organise activities and experiences, which foster children's purposeful play and good progress. The staff ensure these activities reflect children's interests and incorporate their individual learning and development needs. For example, many of the children prefer to play outside with the wide variety of resources. During the inspection, they practised rolling hoops and enjoyed team games such as football, getting rigorous exercise. Staff ensure that all children are included when playing together. This helps them to build firm friendships as well as increasing their awareness of each other when playing in teams. Inside, children helped themselves to crayons and pencils and made pictures showing their creativity. Staff constantly chatted to children which supports their communication and they asked children to write their names on their work, promoting their literacy. Where children speak English as an additional language, staff introduce the picture cards to aid communication and to support children to express themselves. Staff

plan a range of activities that support children's personal and social skills, ensuring they build good friendships. This results in children working and playing cooperatively together. However, not all activities fully challenge children's abilities. For example, children had fun decorating biscuits with icing and staff helped them to measure icing sugar and estimate the amount of water needed. However, children were not involved in the organisation or planning of this task. Consequently, children's ideas were not fully included at the start to enable staff to further challenge children's thinking and creativity.

The club has a good partnership with parents. Parents say their children love attending which helps their child make new friends after their school day. Parents are able to see the planning of activities that staff display and provide daily verbal feedback on the child's enjoyment of activities. Children eagerly show parents what they have made in their craft sessions which enables parents to continue learning at home. The club has strong links with all the schools that children attend and occasionally have discussions with teachers about the children's day, which they pass on to parents. However, the partnership with teachers is not always consistent to inform staff what children are involved with during their school day. Consequently, staff are not consistently securing children's progress with their learning from school.

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

Children are happy and confident in their out-of-school club. Key persons give children sensitive support which helps their gradual introduction to the club after a busy school day. Children understand the safety routines well for travelling to the club. They wear high visibility jackets and adopt a responsible attitude as they walk in double file, showing respect for staff and their friends. Children behave well at all times. They listen to staff's instructions and are helpful in collecting jackets after they arrive at the club. They sit quietly until staff complete the register, checking that everyone is present. Staff pay rigorous attention to monitoring the movements of children to help to keep them safe. Staff always explain to children the reasons behind any instructions so that children understand safety. For example, children know they have to inform staff when they choose to play outside and likewise, they notify staff when they decide to return. When parents arrive they are greeted individually by staff and the register is updated accordingly, reflecting the staff's good practice. This helps staff to ensure that children remain safe which enhances their enjoyment during play. Furthermore, staff demonstrate a very high regard to the protection of children. They understand the procedures to follow if they have concerns about a child's welfare and take appropriate action to safeguard children.

Staff promote healthy lifestyles by encouraging children to follow good personal hygiene procedures before they have snacks. Children have a selection of hot and cold snacks, which staff prepare. Staff use their knowledge of food hygiene and nutrition to prepare tasty meals which children enjoy. Staff remind children to remember to put on their sweaters or coats as they go outside to ensure children are sufficiently warm when playing in the evening autumn air.

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

Children are very well protected. The manager and staff have a good knowledge and understanding of the safeguarding and welfare requirements. Staff follow rigorous procedures and risk assessments of the environment to ensure children are safe. Added to this, all staff complete training in child protection. The manager's experience also brings a robustness of knowledge to ensure children's well-being is secure. The manager oversees staff deployment well, taking into account their level of qualifications, experience and first-aid training. Consequently, there is always a trained staff member to give immediate attention to a child in the event of an accident. The close attention that the manager and her staff give to risk assessing the environment, together with carrying out reviews of accidents, ensures children's safety.

Methods for staff recruitment, vetting and assessing suitability are good. Staff complete an induction programme and they have support through attendance at staff meetings. Managers also aid staff's continued professional development through annual appraisals. The manager has a very good knowledge of the learning and development requirements of the Early Years Foundation Stage. Consequently she monitors the educational programmes to show that children are making progress. After children's initial settling-in period, staff complete assessments of children's learning and reflect these in the planning. Where children require extra support, staff effectively liaise with teachers. This helps them to incorporate any specific requirements from a child's individual learning plan to assist them to achieve.

The manager is committed to improving the provision and involves her staff team during meetings in evaluating the activities they present. This helps their developing skills and teaching practice. Staff seek the views of parents through discussions and questionnaires. Staff also listen to children's ideas through their requests of different games and activities. As a result, the club is an attractive place for children to relax and enjoy the company of their friends. The recommendations from the last inspection have been implemented providing children with a full range of activities to meet their needs. The management team continuously reviews policies to keep them in line with current legislation which helps staff to ensure they protect children's well-being and safety.

The club's engagement with parents is positive. All parents receive a useful Parents' Handbook which informs them of the key policies that staff follow to keep children safe. They also have clear procedures of who to contact if they have a reason to make a complaint. There is a wide array of information displayed on the notice board that also helps staff to keep parents fully informed of future events and the club's planning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY289589
Local authority	Bromley
Inspection number	843677
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	48
Name of provider	Mytime Active
Date of previous inspection	21/05/2009
Telephone number	0790 3652126

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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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