

# Bromley Mytime at the Spa

Beckenham Leisure Centre, 24 Beckenham Road, Beckenham, Kent, BR3 4PF

<b>Inspection date</b>	31/07/2014
Previous inspection date	13/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Managers and staff are clear about the safeguarding and welfare requirements and are extremely vigilant, which ensures that children remain safe and secure throughout the day.
- Staff warmly welcome children into the play club. Children form secure relationships with their key person.
- Staff promote children's physical development successfully, so they make positive progress in understanding the importance of good health.
- Children can access resources independently, which gives them confidence and a sense of ownership of the play club.

### It is not yet outstanding because

- The daily routine involves sustained periods of sitting down, especially before mealtimes, and this limits children's learning experiences and choice during this time.
- Staff do not always fully support children to develop their conversation and relationship skills during meal times.

## 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 observed activities in all areas of the play club.
- The inspector viewed a selection of policy and planning documents.
- The inspector spoke to the manager and staff about their roles and responsibilities.

## Inspector

Nicola Jones

## Full report

### Information about the setting

Bromley Mytime at the Spa is run by Bromley Mytime group and is one of 13 provisions. It operates from a leisure centre in Beckenham town centre, providing an out of school holiday club. The setting is open from 8.30am to 5.30pm during school holidays. Children have use of a sports hall, two studios, buzz zone physical play area and swimming pool. Bromley Mytime at the Spa is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll in the early years age group.

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

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

- review mealtime routines to ensure children's care and learning are effectively supported
  
- offer greater support for children to develop their conversation and relationship skills during mealtimes.

### Inspection judgements

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

Children enjoy their time at the play club where they engage in a wide range of stimulating activities. The staff team have a wide range of experience and qualifications. Consequently, they demonstrate a good understanding of how to support children's learning through play and fun activities. An effective key person system ensures that children receive plenty of attention and staff know the children well. However, staff do not always support children effectively at mealtimes through social interaction and conversation. This means that sometimes staff miss opportunities to fully support children's conversation and language skills.

Staff carry out observations of children's learning and use these to identify children's next steps in learning. As a result, staff base the planning of activities on the children's interests and preferences. This means all children including those with special educational needs and /or disabilities make good progress during their time at the play club. Staff use their knowledge of each child along with their observations to plan a stimulating programme of activities for all children. They ensure that parents receive clear information about their child's day and any new achievements.

Staff support learning well, for example, they ensure that all children are fully involved as

they make different costumes. Children have a great time as they explore with different creative materials. Staff extend children's language development by encouraging children to talk about their costumes. Staff encourage children to describe the different materials as they explore with colour and patterns. Children have lots of opportunity to develop their hand-to-eye co-ordination. For example, staff support them to use scissors and glue spreaders. Staff give children lots of praise and encouragement to have a go. Staff plan for children to have regular access to the buzz zone physical play area. Here they have the freedom to explore and engage in physically challenging activities. As a result, staff successfully help children to develop their physical skills.

The atmosphere within the play club is lively and children are eager to join in. Staff are extremely friendly and enthusiastic. They ensure that all children are able to join in with activities. There is a good balance of adult-led activities and children being able to make independent choices about where they want to play. Consequently, children have fun and enjoy their time at the play club.

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

Children are happy and settled at the play club. The key person system works well and staff complement this system by providing one-to-one support for children who may need it. As a result, all children form secure emotional attachments with staff. Children are independent in their care routines and move around the setting confidently, making independent choices in their play and learning. Children with special educational needs and/or disabilities settle well because staff have a good understanding of their individual needs, likes and routines before they start at the play club. Staff gain this knowledge by gathering a wide range of information from children's parents. As sessions do not run regularly, staff take time before the session to ensure they are familiar with the children's individual needs and their interests. This supports a smooth transition to the play club and, as a result, children part from their parents confidently and settle quickly into the session.

Staff show a good knowledge and understanding of the importance of promoting children's good health. Parents provide packed lunches. The play club provides healthy snacks, which take into account any dietary requirements. Children's self-care skills develop well as children attend to their own needs and wash their hands independently before mealtimes. However, the routine leading up to mealtimes means staff expect children to sit and wait for long periods of time while other children wash their hands. Consequently, children's learning experiences during this period are restricted which impacts on their well-being and involvement.

Staff have a good understanding of behaviour management techniques as they have attended relevant training. They are calm and patient with the children and take time to explain to children the importance of turn taking and sharing. As a result, children behave well in the setting. Children are learning about how to keep themselves safe through planned activities, such as, practising fire drills. Staff also support their understanding of keeping safe throughout the day, for example the door to the main play area stays locked

at all times and children ask staff when they want to use the toilet.

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

Leadership and management are good because there is a strong commitment to providing a good-quality play club provision for all children. Staff and management convey enthusiasm for their work and this is evident in their daily interventions with the children. Staff safeguard children effectively at the play club. Staff have completed safeguarding training and have an up-to-date, accurate knowledge and understanding of the safeguarding procedures. They are aware of the steps to follow should they have any concerns, and this is supported by a clear written policy. Comprehensive systems are used to check the suitability of staff for their role, including the qualifications they hold.

Staff effectively promote children's welfare as records accurately reflect accidents, incidents and the administration of medication. Staff complete thorough risk assessments for the premises to help ensure children's safety. The play club is secure and staff maintain a record of all visitors to the premises. This further safeguards children.

Staff work closely with parents to develop positive relationships. They clearly display information such as the key person list, daily planning, the certificate of registration and public liability insurance for parents to see. Verbal feedback ensures that parents receive up-to-date information about their child's daily care and activities. The manager and staff use effective systems to self-evaluate and monitor practice. This includes using feedback from staff, children and parents. As a result, they are able to recognise their strengths and identify areas for improvement. They have positively addressed all of the recommendations raised at the previous inspection. This demonstrates a positive attitude towards continuous improvement. The manager and leadership team have a good understanding of their role in meeting the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. They manage the play club well and effectively meet the needs of the families who use it. It provides a safe and stimulating environment where all children feel welcomed and valued.

### **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

<b>Unique reference number</b>	EY286937
<b>Local authority</b>	Bromley
<b>Inspection number</b>	843654
<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>	35
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Mytime Active
<b>Date of previous inspection</b>	13/08/2009
<b>Telephone number</b>	020 8658 3636

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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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