

Mytime Active - Unicorn Breakfast and After School Club

Unicorn Primary School, Creswell Drive, Beckenham, Kent, BR3 3AL

Inspection date	02/12/2014
Previous inspection date	17/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
How well the early years provision meets the needs of the range of children who attend		1
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

- All children talk regularly with each other and are highly confident in communicating with the staff as well as each other. Staff are highly skilled in using questions support children's thinking skills. As a result, children's vocabulary is in line with, or exceeding, the developmental milestones for their ages and stages of development.
- An extensive range of interesting, stimulating activities is available for all children. They have excellent access between the indoor and outdoor environments enabling them to choose where they wish to play.
- The manager and staff have a clear vision for the after school club and work together to improve the service that is on offer for the children.
- Staff teach the children the importance of healthy eating and as a result, children are keen to grow and use produce they harvest.

It is not yet outstanding because

- Staff have not fully organised school collection times. As a result, some children become restless as they wait for all children to arrive and it also reduces the time spent in the setting.

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 the main playroom and school collection.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector gathered views of the parents.
- The inspector invited the manager to carry out a joint observation.
- The inspector looked at children's learning journeys, planning documents, self-evaluation and a selection of policies and procedures and children's records.

Inspector

Rebecca Hurst

Full report

Information about the setting

Bromley Mytime registered in 2004 and is run by the Bromley Mytime organisation. It operates from one room in a purpose built building within the grounds of Unicorn School in Beckenham. Currently, there are 62 children on roll of whom 25 children are in the early years age range. The after school club is open each weekday from 3.25pm to 6pm, term time only. Children have access to an enclosed outdoor play area and the school hall. There is good disabled access to the cabin and from there to the outdoor area. There are presently five permanent members of staff working with the children, including the manager, and they all have early years qualifications to level two and three. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- review the organisation of school collection times to stop children waiting for an extended period of time and becoming restless.

Inspection judgements

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

Children make significant progress with their learning and development. Staff provide a very high standard of childcare. Staff plan an excellent balance of child-initiated and adult-led activities. The parents and teachers are highly involved in the children's planning as well as the staff in the club. They discuss during feedback to staff what they have been doing at home and children's current interests. Teachers meet regularly with the staff to share the topics they are working on with the children. Staff then use this to fully extend children's learning and development in the club. Staff also have regular meetings with the children to find out their current likes and dislikes. They gather the views of the children and use these successfully to aid progress in their learning and development. One of the recent changes has been to move the club in the new cabin. This is due to the recent expansion to the school. Children and staff have expressed the success of moving club. The move allows the staff to keep resources out and any projects the children have not finished they can leave until the next day. This effectively promotes children's self-esteem very well and fully nurtures their all-round learning and development.

Staff complete developmental reports as children settle at the club. They give these to parents so they can see what the children have been doing at the club. Staff also share these with the teachers so they can link the children's learning between the settings. This allows all involved in the care of the children to be fully aware of how the children are

progressing with their learning. Due to this consistent approach, children make rapid progress in their development.

Staff provide a very high standard of childcare practice by creating a safe and enriching learning environment where children can play, learn and develop well. Staff provide an extensive range of activities and experiences that cover all areas of learning and promote learning exceptionally well. This effectively supports children as they ensure that activities are interesting and highly individualised to meet specific learning needs.

Staff promote children's communication, physical, and social, emotional and personal development extremely well. Staff are highly skilled in asking children useful questions to help them to think about what they are doing. They have informed discussions about the activities so the children tell them what is happening and what they will be doing. For example, the staff gave the children options for what they wanted make on the creative table. Staff asked the children what they would like to use so they were able to resource the area well to promote children's learning and development. Staff used effective questioning techniques to engage the children in talking about how they would make the Christmas bags and wreaths. These discussions greatly enhance children's communication and language skills.

Children thoroughly enjoy their time at the club and when they are due to go home ask their parents to come back later. At the time of the inspection, children became upset as they did not want to leave. This shows how much they enjoy their time playing and learning in the club.

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

Staff have a good understanding of behaviour management and all are consistent in their approach with the children. Staff are highly skilled in supporting younger children in the club and encourage them in building up their confidence. Staff nurture younger children's self-esteem and confidence through the good use of praise and support. All children behave and work very well together. Older children support the younger ones well. For example, during the inspection a younger was unable to find her name on a sticker chart. The older children found it for her and helped her to place her sticker. Staff collect children from school. However, the organisation of the routine means staff wait with the children who finish school first. As a result, children become restless as they wait for the later finishers and this waiting time reduces the time spent in the club exploring and learning.

Children learn about exercise and healthy lifestyles through informal discussion over snack times and activities on offer. Staff ask the children what they would like for snack out of a couple of choices, giving them independence and meeting their needs. The manager works with the school and the local authority to provide choices for children. The children also learn where their food comes from. For instance, during the year, they planted and grew their own fruit and vegetables. They took turns to care for the plants and harvest them. They then used the produce to make their snack. This supports children's well-being

and health well.

Staff support the children well in learning how to keep themselves safe. They participate in regular fire drills that allow them to understand what to do in an event of an emergency. Staff also gently remind children how to move safely when they move between the school and the club room. Children wear high visibility bands on their arms so they can be seen walking the path between the school and the club. A robust key-person system helps to ensure staff meet children's individual needs. The key persons work closely with the parents to find out about the children's individual needs. Staff then use this information successfully to settle them into the setting. Staff set out resources for the children on arrival for them to start playing. During the sessions, children regularly help themselves to resources and change them over. This supports children's individual choice and nurtures their independence skills.

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

Staff have a strong understanding of child protection and how to safeguard the children in their care. Staff meet all safeguarding requirements effectively. Staff are fully aware of the Local Safeguarding Children Board procedures. They work closely with the teachers in the schools to share any information in order to safeguard the children. Robust risk assessments are in place for the setting and activities the children undertake. Staff supervise children well across all areas of the club and when walking from the school to the clubroom. Robust recruitment processes are in place as well as checks to ensure staff are suitable to work with the children. The manager ensures she checks all staffs Disclosure and Barring services checks and records these alongside all covering staff. This enables her to make sure all staff are suitable to work with the children.

The manager evaluates the education programme and has secure partnerships with the teachers of the children. They work together to share information about the children and supporting each other with the care of the children. This provides good continuity of care for the children. The leadership and management of the setting is strong. The manager and staff work closely together to bring about good outcomes for the children. The manager carries out regular supervision on to make sure the staff practice is strong and to highlight any training needs. Each member of staff also has regular appraisals to assess their training needs and professional development. Currently one member of staff is undertaking training to obtain her level three and others have completed their level two qualifications. This benefits the children as staff keep up-to-date on what activities they carry out with the children to enhance their learning and development.

The settings self-evaluation process is strong and the manager and staff clearly identify their key strengths and areas they wish to work on. Staff gather the children's views through meetings with them to ask for their views on what resources they would like and what topics they would like to learn about. This is then feedback to the manager and the provider to make the changes. This allows the setting to be responsive to its users.

Staff work closely in partnership with the parents. Regular newsletters allow the parents to see what the children will be learning over the next term and what they can do at home to support this learning. Staff share contact books between the school and parents. This allows all involved in the care of the children to be in contact with each other. This provides good continuity of care. Parents say their children feel safe in the club and tell them to come back later as they are having too much fun at the club to go home. Parents feel the staff are supportive and help them settle their children in well. Overall parents say they are highly satisfied with the care and learning in the 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	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	EY289527
Local authority	Bromley
Inspection number	812828
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	42
Number of children on roll	62
Name of provider	Mytime Active
Date of previous inspection	17/09/2009
Telephone number	02086 632638

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

