

The Frutie Tutie Kidz Club

Perry Hall School, Perry Hall Road, ORPINGTON, Kent, BR6 0EF

Inspection date	09/12/2014
Previous inspection date	26/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 work closely in partnership with the teachers, as a result they are able to help to progress children's learning and development well.
- Children are happy, settled, and are eager to play and learn.
- Staff teach the children about their own safety and as a result, children are aware of how to keep themselves safe.
- Staff promote e-safety well with the children, which promotes their understanding of this area well.

It is not yet outstanding because

- Staff do not fully organise meal times, as a result children are left waiting long periods becoming restless.
- Staff do not fully promote children's self-help and independence 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 the library, hall and outside area.
- The inspector reviewed policies and procedures, partnership working, children's files and Disclosure and Barring services checks.
- The inspector invited the provider to carry out a joint observation.

Inspector

Rebecca Hurst

Full report

Information about the setting

The Frutie Tutie Kidz Club, is an out of school provision which registered in August 2009. It is a privately owned group with the owner currently acting as manager and registered person for the setting. The provider also manages two other out of school settings in the borough. The group operates from a library and main hall in Perry Hall Junior School in the London borough of Bromley. There are associated toilets and kitchen facilities and children enjoy outdoor play in the school grounds. There are currently 70 children on roll, of whom seven are in the early years age group. Children between eight and 11 years old also attend the provision. The out of school club offers a breakfast club and after school facility for children attending the school. It opens between 7.40am until 8.50am each morning and 3.15pm until 6pm each evening, during the school term. The out of school club is currently staffed by seven staff who are qualified to level two and above including the provider. Additional staff are available when required. The Frutie Tutie Kidz Club registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This inspection did not include the breakfast club.

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 meal times to reduce the time children are left waiting and to increase children's self-help and independence skills.

Inspection judgements

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

Staff plan a good range of activities to promote children's learning as they attend the club. They find out from the teachers what they are doing during the day and use this information to inform their own planning. For example, children were learning about owls in the class, so during the club they used torches when they went out into the playground to look for owls. They stood and listened to the sounds in the playground to work out what they were hearing. This extended their learning around the topic, as they would not have been able to do this during the school day.

Staff provide verbal feedback to the parents and teachers on how the children are working in the club. They also find out what the teachers would like the staff to carry out with the children to promote children's learning. After the children have finished their tea staff will sit with any children that have homework and support them with this. This allows children to work quietly on homework with little distractions around them.

The children all learn to work well together. When the children arrive in the library, staff

tell the children the time limits for the computer use. This teaches the children about time and mathematics effectively. Staff give the children five minute warnings and after this is up all children happily swap around. This fully promotes children's behaviour management, while promoting information technology skills.

Children thoroughly enjoy playing in the playgrounds. Staff teach the children the resources they can use depending on which playgrounds they are using. For example, when using the lower playground they use soft balls so they do not cause damage. The staff are quick to remind the children why they cannot use the hard footballs. This promotes children's understanding of their own personal safety and that of others. When it gets darker children, use torches so they can continue to play outside. This enhances their independence, as they are able to lead and follow their own play experiences.

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

Staff teach children well about their own safety. They work together with the school so children can learn about e-safety. They teach the children how to use the computers safely. If children try to access games that are not age appropriate staff will inform the school who will block these. This allows staff to keep children safe whilst they are online. Children also participate in regular fire drills, which allow them to be aware of what to do in an event of an emergency. Staff are also quick to ask the children why they shouldn't be running around the school hall. Children are quick to respond and staff change activities around to keep the children occupied. This further enhances the safety and well-being of the children.

Staff are consistent in their approach to behaviour management. They work alongside the teachers and parents to work together to promote positive behaviour with the children. As a result, given the children's ages and stages of development, they behave well. Older children support the younger children well. During the inspection, a younger child wanted to go to the toilet. They were struggling to open the door and an older child ran over to open the door for them. Staff praised the child who helped and praised the younger child who thanked the other one for helping. This builds children's self-esteem well and it also promotes children's confidence to ask for help when needed.

Staff promote good hygiene procedures well with the children. When they arrive in the club, they are offered fruit and staff remind the children to wash their hands before they have it. Before children have any snacks, the staff ask if they have washed them, and explain reasons why they need to do. This makes sure children learn about being healthy. Children also wash their hands before they have their main tea. However, routines for this part of the day are not fully organised. Staff are occupied with preparing the tea and making sure children have wash their hands that some children are left for extended periods and become restless. Although children hand out plates, staff will give out the food, cups and pour the drinks for the children. As a result, there are missed opportunities to extend children's self-help skills as well as nurturing their independence skills.

Resources are off a good quality. At the start of the session staff set out activities for the

children to have when they arrive. During the session, staff ask the children what else they would like to do so they plan for the children's interests. This makes sure the children are interested in the activities, which promotes their learning.

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

The leadership and management of the club are strong. The staff and the provider have a clear understanding of child protection and safeguarding. Staff are fully aware of the club's policies and procedures and who to report any concerns too. They work closely with the school to meet the children's individual needs. Staff share observations and any concerns back to the teachers so they can work together to protect the children. Robust recruitment procedures are in place. The provider makes sure she fully checks all staffs suitability at the start of their role and ongoing throughout their employment. All these process allows staff to keep children safe from harm and neglect.

The provider carries out regular supervisions and appraisal for all staff. Staff meet on a regular basis to discuss how the club is running and what changes they can make. The provider assesses staff practice to see what training needs she needs to book for staff to strengthen their knowledge of childcare. The head teacher of the school also informs the provider of any training coming up so staff can book on these. Recently three members of staff have completed their level 2 qualification and the provider would like them to go onto complete their level 3 qualification. Staff feed this information into the club's self-evaluation, so they can improve the practice and the quality of activities on offer. The provider and staff use information that the parents have given through the yearly questionnaires to look at what areas they need to work on. The provider clearly identifies areas she wishes to improve on, for example, she wants to improve the transition between different parts of the routine. She can also identify key strengthens such as the relationship between staff and children. This allows the provider and staff to maintain continuous improvement.

The provider evaluates the education programme for the children. She looks at the quality of the activities to make sure they are meeting the children's individual needs. Staff maintain a two-way flow of communication between themselves and the teachers. This helps them to plan activities in the club that support children's learning. Staff work closely with the parents to feed back to them how their children have been. They also provide newsletters to keep them informed of what is happening in the club. Staff find out how children have been at home and at school and use this information to plan activities to progress them with their learning and development. This provides good consistency of care and learning for children.

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	EY398441
Local authority	Bromley
Inspection number	838428
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	70
Name of provider	Challenger Sportz & Kidz Clubz
Date of previous inspection	26/01/2010
Telephone number	01689820313

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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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