

Chuckle-Box Out of School Club

Hawes Lane, West Wickham, Kent, BR4 9AE

Inspection date	17/12/2014
Previous inspection date	26/06/2009

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

- Children build positive and trusting relationships with staff, which means they are happy and settled in the club.
- Good partnerships with parents mean staff have all the information they need to meet children individual needs well.
- Staff enhance children's learning well through effective interaction.
- Children play with a wide range of toys and resources that challenge them well in all areas of learning.

It is not yet outstanding because

- Staff do not take all chances to enhance children's personal and social development, particularly 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 made observations of the children while they were playing.
- The inspector held discussions with children.
- The inspector talked to the staff and manager.
- The inspector looked at relevant documentation, including some policies and procedures.

Inspector

Sarah Morfett

Full report

Information about the setting

Chuckle-box Out of School Club opened in 1990, and registered with Ofsted in 2001. The club is one of four such provisions run by the Joy Bassett and Andrew Bowles Partnership. The club operates from rooms in the Hawes Down Centre, West Wickham, in the London Borough of Bromley. Children have use of a main hall, art and craft room, quiet room and a gym. There are outdoor areas for children's play. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Registers. There are currently 106 children on roll, of whom seven are in the early years age group. The club cares for children up to 11 years old. Children may attend a holiday club at the premises. The club supports a number of children who have special educational needs and/or disabilities, and children who speak English as an additional language. The club opens after school from 3pm to 6pm during school term times. During school holidays the club operates from 8am to 6pm. Children are collected after school from four local schools, Oak Lodge, Hawesdown, Highfield, and Keston. Staff attend take the children to the club in vehicles. An average of five staff members work in the club, at any one time. Over half the staff hold recognised early years qualifications, while one holds a degree in early childhood studies.

What the setting needs to do to improve further

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

- enhance the programme for children's personal and social development by providing children with more opportunities to develop their personal independence and social skills, particularly during mealtimes.

Inspection judgements

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

Children are happy and settled at the out-of-school club. They enjoy a good range of activities that enhance their learning experiences. Staff provide activities that enable children to have fun and relax. For example, children become thoroughly engaged in role-play relating to doctors. They enjoy pretending to be injured, and bandage each other using old first-aid equipment, such as a leg brace donated by a local ambulance crew. This play gives children good opportunities to talk to each other and learn about people who help them. This is because staff talk to them about how this item can be used if someone had hurt their leg. Such discussions help children to understand people's differences.

There is a wide range of activities on offer from which children make independent choices. This means children choose things to do that they enjoy, which helps them concentrate well at what they do. Children choose to build structures from plastic tubes, for example.

They run marbles down these tubes eagerly seeing how fast the marbles can go. Children of all ages enjoy this investigative play. As a result of the different ages playing well together, children learn well from one another and develop good social skills that aid their future learning. However, staff miss some opportunities to enhance such learning, such as during meal times.

Children enjoy art and creative activities including play dough and painting. They use a good range of tools to shape and mould the dough, using good hand coordination. They use different sized brushes to paint pictures and make marks, practising skills that underpin handwriting. Children mix the paints together to make different colours exclaiming when they realise they have made a different one. This experimenting helps them understand how things can change. All such activities help prepare children well for the next stage in learning.

The staff have good knowledge of the children's abilities. They use this understanding well to plan activities that they know children will enjoy. Children arrive at the club eager to find out what is on offer. They settle quickly, with a strong sense of belonging. Staff work hard to ensure they develop positive partnerships with parents. They have daily discussions with parents to have a shared approach to children's learning. They have good links with teachers from the schools the children attend and find out what are children's learning priorities so these can be enhanced in the out-of-school club. This means good two-way communication with parents and others is established and all are effectively involved in children's education.

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

Children have good relationships with the staff. They seek to talk to and play with staff. These attachments are strong and mean that children are emotionally secure. Children are keen to share details of their school day. For instance, they chat about what they have done and enjoyed. This gives staff useful information to plan activities that complement children's learning in school. This means children have time to practice new skills and repeat things they enjoy.

Staff set out the play areas very well, doing so before children arrive, which means they settle quickly and become thoroughly engaged in play. Staff ensure that children have time to rest and be active, as needed. For example, at this time of year when it is too dark to go outside after school, staff plan physical activities in the gym. Children practise playing team games such as football and basketball. They enjoy using equipment such as hula-hoops to help them control their bodies and have exercise. Children thoroughly enjoy these opportunities to be active and benefit by developing good physical skills.

Children enjoy a hot, freshly cooked meal, such as sausage and vegetable hotpot, during winter, which helps maintain their good health. The staff include the children when planning menus, which encourages them to learn about healthy choices through discussion. Staff readily adapt meals to meet all children needs, for example by using vegetarian sausages for those who do not eat meat. Staff serve meals half way through

each session, but such times are hectic. This means staff do not always provide enough time to promote the social side of eating together, including aspects of good manners, or help children to develop personal skills further, such as pouring their own drinks.

Children behave well and interact positively with one another. Staff are good role models who offer children consistent explanations about what behaviour is acceptable. They reinforce children's good behaviour with lots of praise and encouragement, so children learn right from wrong.

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

Staff implement good procedures to ensure children are cared for in safe and secure environment. For example, staff have a good understanding of the safeguarding and welfare requirements, which they implement effectively. There is a comprehensive policy and procedure for them to refer to if there were a child-protection issue. Staff know what to do should they have a concern about a child's welfare. They have ready access to contact details of the local children's services. This means they can act promptly if the event of such a concern. There are thorough risk assessments for all the areas children use so children play in safety. This means children can move freely between three different areas and that know to ask the staff if they need to leave the room to use the toilet. This means children respond to staff expectations, which helps keep children safe. The recruitment and vetting procedures are robust. All staff are appropriately checked and vetted, which ensures they are suitable to work with children.

Staff implement the learning and development requirements effectively, but miss some changes to extend and enhance children's social and personal development. There are good systems to monitor staff performance. The owner carries out regular staff meetings and assesses the staff team's training and development needs accurately. The staff team work closely together to reflect on the service provided. They evaluate carefully where their strengths and weakness lie. They include parents and children in this process by asking them to share their views through regular questionnaires. Staff take the opportunity during staff meetings to plan development using the feedback gained. For example, children had requested that during the summer holidays they went on a trip to the seaside, so staff arranged to accommodate this request. As a result, children feel valued as part of the club, and enjoy their experiences.

Staff have well-established partnerships with parents, such as sharing details of children's well-being, verbally each day. Staff keep parents advised of their children's activities and progress, as well as what they have eaten, played with and enjoyed in the session. Parents greet staff warmly on arrival to collect their children, owing to the warm relationships between them. Staff make sure they pass on any details from the schools about children. This shared approach means staff support children effectively.

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	137381
Local authority	Bromley
Inspection number	841242
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	45
Number of children on roll	106
Name of provider	Joy Bassett and Andrew Bowes Partnership
Date of previous inspection	26/06/2009
Telephone number	020 8777 0218

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Type of provision

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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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