

# Chucklebox@clare House

Clare House Primary School, Oakwood Avenue, Beckenham, BR3 6PJ



## Inspection date

10 July 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Children feel safe, happy and enjoy attending the club. Staff form secure bonds with children, and constantly praise and celebrate their achievements to help boost their confidence and self-esteem.
- Staff are deployed effectively to help keep children safe. Effective safety procedures and rigorous risk assessments help staff provide environments where children can play safely.
- Children confidently play together. They make decisions about what they would like to play with, and they engage in a variety of interesting activities indoors.
- Management follows effective recruitment, vetting and ongoing monitoring and support systems. For example, regular one-to-one meetings help ensure all staff are aware of their roles and remain suitable to work with children.

### It is not yet outstanding because:

- Children who prefer to be outside have few opportunities to choose from a wide range of resources and activities that interest and engage them.
- Staff do not consistently build on children's awareness and understanding of the benefits of a nutritious diet and healthy lifestyles.

## What the setting needs to do to improve further

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

- improve the range of resources and activities available to meet the interests of those children who prefer to be outside
- develop further children's understanding of healthy eating and lifestyles.

### Inspection activities

- The inspector observed all play areas and staff interactions with children.
- The inspector looked at documentation, including staff suitability checks, paediatric first-aid qualifications and a selection of policies and procedures.
- The inspector carried out a joint observation with the manager and the provider, and held discussions about children's learning.
- The inspector spoke to children and members of staff at appropriate times throughout the day.
- The inspector held meetings with the management team.

### Inspector

Josephine Afful

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a suitable understanding of safeguarding procedures and know how to report any concerns regarding children's welfare. They attend regular safeguarding training to help keep them updated with current legislation, such as identifying children who are being exposed to extreme views and behaviours. The management team oversees the day-to-day running of the club well and ensures that children are kept safe. Parents receive information about their children's day and are aware of the club's policies and procedures. The staff team has built close links with the school that children attend to help complement their learning. The management team regularly gathers the views of staff, parents and children to help evaluate their practice and target improvements.

### Quality of teaching, learning and assessment is good

Overall, staff know what the children's interests are and where they need extra input to support their learning at school, and they provide activities to match these. For example, they support younger children with their reading and encourage them to do small tasks, such as cutting vegetables and fruits, to build on their independence. Children enjoy doing this, and staff praise them for their willingness to get involved. Staff are friendly and engage well with the children. For example, they sit with children and support them with their chosen activities. Furthermore, they engage in meaningful conversations with children and ask questions to help extend their vocabulary. Children learn about their own and other people's similarities and differences. For example, staff invite parents in to celebrate 'cultural day' and provide resources and activities that reflect children's experiences and backgrounds.

### Personal development, behaviour and welfare are good

There is an effective key-person system that assists younger children to develop secure relationships with staff and helps ensure their needs and interests are met. Children follow familiar daily routines which help them to take care of their belongings. For example, children put their bags and lunchboxes in the designated area to help prevent others from tripping over them. Staff give children clear rules and expectations for behaviour, and children behave well. Children engage in running games outside to help support their physical well-being.

## Setting details

<b>Unique reference number</b>	EY485847
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1003161
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Joy Bassett and Andrew Bowes Partnership
<b>Registered person unique reference number</b>	RP523871
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0208 6584633

Chucklebox@clareHouse breakfast and after-school club registered in 2015. The club operates from Clare House Primary School in Beckenham, Borough of Bromley. The opening times are Monday to Friday from 7.30am to 8.50am for the breakfast club and 3.15pm to 6pm for the after-school club, term time only. The club employs three staff who work directly with the children, one of whom holds a relevant childcare qualification at level 3.

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