

Mytime Active Breakfast And After School Club At St Marks

St. Marks Primary School, Aylesbury Road, BROMLEY BR2 0QR

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| Inspection date | 20 November 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of 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

- Staff have developed good links with the school. They work extremely well with other professionals, such as the special educational needs coordinator.
- Children are active learners. They are eager to participate in activities and make independent choices from a broad range of resources and play materials. For example, young children develop good control of their hands and fingers as they manipulate tools to decorate biscuits with icing and fruit.
- The manager seeks the views of children and parents to drive improvements forward. For example, following consultations with the children she increased the range of outdoor equipment to include cricket, badminton and parachute sets.
- Children are aware of how to keep themselves safe and manage reasonable challenges well. Staff keep a well-resourced evacuation bag with torches and high-visibility vests near the door to use in the event of emergencies.
- The key-person system works effectively to engage parents and support children to settle quickly and become familiar with the routines. Staff have a good understanding of how children learn, which supports them in the next stage of their learning.
- Children have fewer opportunities to develop their physical skills and interests in the outside play area during certain types of weather.
- At times, staff do not make the most of opportunities to build further on children's good knowledge, thinking and self-help skills.

What the setting needs to do to improve further

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

- increase opportunities for children who prefer to develop their interests and skills in the outside environment
- continue to support staff to make the most of all opportunities to extend children's thinking and self-help skills further.

Inspection activities

- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector looked at the suitability of staff working in the provision. She looked at a range of other documentation, including policies and procedures and the club's self-evaluation.
- The inspector completed a joint observation with the manager.
- The inspector looked at risk assessments and viewed the areas used by children.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know how to keep children safe and have a good understanding of what to do if they are concerned about a child's welfare. The manager uses an absence tracker to record when children do not attend the setting so that she can follow up any patterns of absence. She is committed to supporting smooth transitions. The manager builds ongoing relationships between the school, children and parents using different creative methods. For example, staff attend events and community projects organised by the school. The manager organises a fun day for new children before they start at the setting. She meets regularly with the staff individually and as a team, and provides effective performance management. New staff receive a robust induction. This ensures all staff have a good understanding of policies and procedures. Staff are well deployed throughout the setting and work well as a team. They communicate with teachers to ensure a regular exchange of information is in place for effective feedback to parents. The manager ensures that staff attend mandatory training, such as safeguarding and first aid, to support develop their professional skills.

Quality of teaching, learning and assessment is good

Children are confident and independent. They hang their artwork up themselves around the room. The key persons for children in the early years age group help them to make a personal scrapbook. Children and staff build on this together to record their time at the setting. Staff teach the basics well and support children's social skills. Children are developing good skills to support their future learning. They arrive from school ready to engage in the range of activities available. For example, they enjoy the creative table where they make Christmas cards. They communicate well with each other and adults as they share their ideas. Children have the opportunity to play together and alone with resources. This includes board games, construction toys and table-top hoops. Children have the freedom to change resources and use quieter areas, such as the computer. They independently use the book corner to develop their literacy skills and understanding of the world. The manager meets with professionals regularly to discuss individual children's needs and consider what resources they can add to the environment to support children's learning.

Personal development, behaviour and welfare are good

Staff use different methods to build children's confidence and help them form secure emotional attachments. For example, the environment is welcoming and inviting with displays made by the children sharing information, such as 'all about me'. They build their self-esteem as staff encourage children to manage their behaviour themselves on the behaviour chart. Staff highlight a child star of the week following particular children's achievements. Children are keen to share their accomplishments with adults, who constantly praise their work. The children make a poster to help remind them of a healthy menu. They are encouraged to make healthy choices from the selection of snacks and fruits provided. Staff develop positive relationships with children. Children behave extremely well and listen carefully to adults and each other. For instance, they respond quickly to the changes in the daily routine by helping to tidy up or line up for their snack.

Setting details

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| Unique reference number | EY538130 |
| Local authority | Bromley |
| Inspection number | 10077256 |
| Type of provision | Out-of-school day care |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 4 - 11 |
| Total number of places | 40 |
| Number of children on roll | 40 |
| Name of registered person | Mytime Active |
| Registered person unique reference number | RP524567 |
| Date of previous inspection | Not applicable |
| Telephone number | 02083231706 |

Mytime Active Breakfast And After School Club At St Marks registered in 2016. The club is run by the Mytime Management Trust. It operates from 7.30am to 9am and from 3.20pm to 6pm, Monday to Friday, during term time. There are currently five members of staff.

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