

# Mytime Active - St Vincent's After School Club

St. Vincents Primary School, Harting Road, London SE9 4JR

<b>Inspection date</b>	27 June 2019
Previous inspection date	22 November 2018

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This is a provision that requires improvement

- Managers have not implemented a key-person system. This has an impact on how staff gather information from parents and teachers to support children's welfare when they start.
- Staff do not provide an environment inside and outside that enable children to play and relax with their friends. Activities planned do not always provide opportunities for children to be motivated.
- Managers do not support staff effectively to understand their roles and responsibilities. Supervision does not support staff enough to extend their skills and help to drive improvements forward.
- Managers do not evaluate the provision effectively. They do not seek the views of children and parents to help identify any areas for improvement.

### It has the following strengths

- Staff support children to appreciate diverse backgrounds. For instance, they share key words in their first language. This extends children's learning about the wider world.
- Children's safety is a high priority. Staff demonstrate how to carry out risk assessments outside and discuss how to keep safe. Therefore, children's safety is maintained inside and outside the building.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement a key-person system to ensure that children's emotional well-being and individual care needs are met appropriately	25/09/2019
develop the current procedures for supervision more effectively to promote staff's continuous improvement.	25/09/2019

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

- enhance the range of activities and resources available outdoors, to consistently provide for all children's interests, particularly those who prefer to learn outside
- establish an effective self-evaluation process to include the views of parents, staff and children
- build on the partnership working with parents and the school, to help build a more effective, shared approach to extend children's experiences even further.

### Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of staff's interactions with the children during activities indoors and outside, and assessed the impact this has on children's development.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector spoke to the manager and deputy manager. She looked at relevant documentation and checked the suitability of persons working on the premises.
- The inspector checked the premises inside and outside for safety.

### Inspector

Angela Colman

## Inspection findings

### Effectiveness of leadership and management requires improvement

Managers have not taken appropriate steps to meet the actions raised at the last inspection. For instance, managers do not monitor the quality of the provision to drive improvements forward. The key-person system is not effective to support the youngest children and ensure their needs are met. Having said that, the new manager at the setting is beginning to make positive changes. Parents are positive about the provision and the range of creative activities their children engage with. Safeguarding is effective. Staff complete safeguarding and health and safety training before they start, and all have current Disclosure and Barring Service checks in place and childcare qualifications. This helps to keep children safe. Managers and staff know how to respond to any concerns they may have about a child's welfare. They have a good understanding of wider safeguarding issues. Staff supervision is in place. However, managers do not monitor staff effectively to provide coaching and support to raise the quality of the environment for all children. The new manager has not developed an effective system to review the provision and address any weaknesses to support children's well-being. For instance, managers do not gain the views of parents and staff. Therefore, continuity of care is not effective.

### Quality of teaching, learning and assessment requires improvement

Although staff plan for children's learning, they do not use effective methods to engage all children throughout the session. On occasions, children spend time waiting for the next activity to take place. Staff do not provide a wide range of resources and activities during children's time outdoors. This limits their opportunities to make interesting choices about what they would like to do. Although staff interact well with children, children are not always supported with suitably interesting and relaxing activities. As a result, children lose interest and are not engaged. This is evident when young children take out their own toys and resources they have brought from home and school. Managers arrange sessions in the computer room, giving children the opportunity to work together to plan and design the menus for the display board. This helps children have positive interactions with their peers and build on their social and creative skills as well as develop their use of technology.

### Personal development, behaviour and welfare require improvement

Staff teach children about good hygiene routines and encourage them to keep themselves safe. Children show this outside when they play within the areas defined by the cones. Children drink lots of water to make sure they stay hydrated in the hot weather. Staff provide healthy snacks and encourage children to be independent. For instance, children make their own sandwiches and young children are encouraged to develop their skills as they butter their wholemeal pitta bread. This helps to promote children's good health. Staff have not established an effective key-person system. Children display good behaviour at all times and are eager to help staff during daily routines. They show this when they wash and dry up after teatime. This develops their self-help skills.

## Setting details

<b>Unique reference number</b>	EY289546
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10086429
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Mytime Active
<b>Registered person unique reference number</b>	RP524567
<b>Date of previous inspection</b>	22 November 2018
<b>Telephone number</b>	07930289522

Mytime Active - St Vincent's After School Club registered in 2004. It is one of a number of settings run by the Mytime Active group. The club operates from the premises of St Vincent's Primary School, Mottingham, in the London Borough of Bromley. The club is open Monday to Friday from 3.05pm to 6pm, during term time only. There are three members of staff. Of these, two have relevant level 3 qualifications and one has qualified teacher status.

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