

Inspection of Mytime Active - Unicorn Breakfast and After School Club

Unicorn Primary School, Creswell Drive, Beckenham, Kent BR3 3AL

Inspection date:

7 November 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happy and eager to participate in activities indoors and outdoors. They develop their physical skills through activities and games, making use of a wide range of equipment including scooters, the parachute, balls and cones. The manager and staff create a safe and welcoming environment for all children. They settle quickly and are pleased to see their friends. Staff are good role models. They build strong relationships with parents and children. Consequently, children feel safe and secure in the setting. Children consistently display positive behaviour and are respectful towards others. They take turns and negotiate how to share the different resources. The manager has high expectations of all children. Parents appreciate how well they are informed about the setting. For example, they receive termly reports and regular updates through newsletters. The helps to provide continuity of care. Children are encouraged to develop their independence skills during their play and the daily routines. For example, children write ideas on the whiteboard, and wash and dry up their plates after snack time.

What does the early years setting do well and what does it need to do better?

- The manager and staff create an inclusive setting. Children are extremely well mannered and every person's abilities are respected. Staff encourage children to learn about the world around them. They provide opportunities for children to celebrate different religious and cultural events. Staff also teach groups of children basic sign language.
- Children are encouraged to develop a good understanding of a healthy lifestyle. They wash their hands and make their snacks. This builds on their self-help skills. Children have a good understanding of how to keep themselves safe. For example, young children inform staff and take a ticket when they want to leave the room to go to the toilet. This helps keep children safe.
- Staff are aware of the importance of sharing information to support children's individual needs. Staff work well together and have a good understanding of their roles and responsibilities. The manager holds regular team meetings and provides one-to-one supervision. There is an effective key-person system.
- Staff engage in meaningful conversations with children when they arrive and throughout their time during the session. Children take great delight in sharing their achievements. This builds on children's self-esteem. Staff skilfully support children to face challenges and work things out for themselves. For example, during junk modelling, children discussed with staff how they could create their designs. This helps to build children's resilience.
- The manager supports staff to develop their professional skills by providing regular feedback and access to training. This helps to raise the quality of staff practice.

- There are good partnerships with parents, and the manager encourages them and the children to help improve the setting by making suggestions for improvements. Children complete age-appropriate questionnaires. For example, the youngest children make circles around the facial expressions that match their thoughts and feeling about activities.
- Children benefit from the stimulating learning environments both indoors and outdoors. Children are encouraged to be very independent and lead their play. For example, they relished using torches outside in the dark. Older children create lists to show who's turn it is at specific activities. This develops their literacy skills. Staff make good use of resources to build on children's interests and expand their knowledge. For example, children explore the natural resources outside, gathering sticks and creating stories. Children take appropriate risks and develop good imaginative skills. Occasionally, the youngest children are not responded to as quickly as they could be during free play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of child protection procedures. The manager and staff have a good understanding of the possible signs and symptoms of abuse, including from exposure to extreme views or behaviours. The manager has good recruitment procedures to ensure that new staff are suitable to work with children. All staff complete mandatory training. Staff deploy themselves effectively to supervise children during their play. Additionally, they are vigilant with regard to children's safety inside and outside the building. For instance, young children are collected from their classrooms and brought to the setting. This helps to keep children safe.

Setting details

Unique reference number	EY289527
Local authority	Bromley
Inspection number	10106114
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	5 to 11
Total number of places	42
Number of children on roll	50
Name of registered person	Mytime Active
Registered person unique reference number	RP524567
Telephone number	02086 632638
Date of previous inspection	2 December 2014

Information about this early years setting

Mytime Active - Unicorn Breakfast and After School Club registered in 2004. It operates in the London Borough of Bromley. The breakfast club is open each weekday from 7.30am to 9am, and the after-school club is open each weekday from 3.15pm to 6pm, term time only. There are presently three permanent members of staff, including the manager who holds an early years qualification at level 3. One member of staff holds an early years qualifications at level 2 and one is unqualified.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision is organised.
- The provider and managers held a meeting with the inspector.
- The inspector took account of the views of parents by speaking to some of them during the inspection. Additionally, she gathered views from the staff and children.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

We carried out this inspection 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.

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