

# Inspection of Mytime Active – Darrick Wood Breakfast and After School Club

Darrick Wood Swimming Pool, Lovibonds Avenue, ORPINGTON, Kent BR6 8EL

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Inspection date:

8 November 2022

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

**This inspection**

**Not met (with actions)**

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Previous inspection

Good

## **What is it like to attend this early years setting?**

### **This provision does not meet requirements**

Senior management have failed to provide the new staff team with a robust induction and coaching process to ensure they have a clear understanding of how to implement their roles. As a result, the leader does not have a clear understanding of the statutory requirements. Nevertheless, children are happy and settled at the club. They confidently enter the room and hang up their belongings before sitting to enjoy the activities that have been set up for them. Staff place a strong focus on supporting children's emotional development and well-being. For instance, during circle time, staff talk to the children engagingly and ensure all ages have opportunities to share their opinions and be part of meaningful conversations. Older children are eager to share their experiences from school and at home. Young children confidently talk about their feelings.

Staff have high expectations for all children. Children are supported to behave well. They are reminded how to listen during group discussions. Children demonstrate a positive attitude towards their play and interact together. They concentrate well and are proud of their achievements. For instance, children keenly show staff and visitors their designs and artwork once they have skilfully cut them out with the scissors. Children comment that they like coming to the club and enjoy the activities and spending time with their friends.

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

- The senior managers of the club have not implemented the relevant requirements of the 'Statutory framework for the early years foundation stage' (EYFS). As a result, some of the requirements are not met. In addition, the provider does not display the required documentation, such as the Ofsted registration certificate.
- New staff work well together and know the children in their care. Although the new leader is beginning to familiarise herself with the EYFS requirements, she has not received support to ensure this is implemented within the setting. In addition, the senior managers have not ensured that staff receive a robust induction so that they have a good level of understanding about their role, responsibilities, policies and procedures.
- Parents are happy with the service. New staff introduce themselves to parents and welcome them when they arrive to collect their children. However, parents comment that they do not have an overview of the menus and daily routines. For example, they feel this would help them make decisions about when would be the best time to collect their children from the club.
- Partnerships with the school are strong. The headteacher works closely with the setting. For example, any accidents within the school are shared with staff at the

setting. This supports children's continuity of care. However, senior managers do not ensure that a paediatric first aider is on site at all times.

- Children enjoy healthy meals and snacks. For instance, they confidently choose from a range of vegetables to add to their wraps. Children follow good hygiene practices and wash their hands before meals. Children are developing some self-help skills. However, they do not have as many opportunities to extend their independence further during activities, snack time and at tidy-up times.
- Staff complete a register of children's attendance. They are deployed well to ensure children are safe. Children access a range of spaces, inside and outside, to support their physical development. For instance, they enjoy using the parachute and balls. This helps children to cooperate with others and develop their large and small muscles.
- Children enjoy exploring a broad range of resources. They have a real sense of fun as they engage with staff during imaginary play. For example, older children enjoy making different meals with the kitchen set and using technology toys. Young children work together to set up the doll's house.
- Staff are ambitious. They reflect on the care they provide and follow children's interests. This helps them plan meaningful activities for all children. Children feel comfortable speaking with staff to share their needs. For instance, young children choose from a range of books and snuggle up with staff to hear stories being read. Children are kind and caring towards their friends. Their behaviour is good.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to safeguard children. They are able to recognise signs and symptoms that may indicate a child is at risk of neglect or abuse. Staff know the action to take if they have a concern about a child's welfare. They complete daily risk assessments and support children to understand how to keep safe. For instance, children are reminded to walk and be aware of others as they move between rooms at the school. Staff have good systems in place to ensure the premises are secure and make sure that only known adults collect children.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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improve the induction and supervision arrangements for staff, and ensure that all staff have a good understanding of updated statutory guidance and legislation so that they are fully aware of their roles and responsibilities	20/12/2022
ensure that the certificate of registration is displayed	20/12/2022
ensure that there is a two-way flow of information between parents and the provision so that key information is shared to keep parents informed, including information about the daily routine and menus	20/12/2022
ensure that there is at least one member of staff who holds a paediatric first-aid qualification at all times when children are present.	20/12/2022

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

- extend opportunities for children, to consistently build on their independence skills further.

## Setting details

<b>Unique reference number</b>	EY363561
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10235153
<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 at time of inspection</b>	4 to 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	0
<b>Name of registered person</b>	Mytime Active
<b>Registered person unique reference number</b>	RP524567
<b>Telephone number</b>	0208 3231718
<b>Date of previous inspection</b>	23 November 2016

## Information about this early years setting

Mytime Active Darrick Wood Breakfast and After School Club registered in 2007. The club operates from Darrick Wood School, Orpington, Kent. The club is open Monday to Friday, from 7.30am to 9am and from 3.30pm to 6pm, during school term times only. The club employs two staff, of whom one holds an early years degree and one holds a home-based childcare qualification.

## Information about this inspection

### Inspector

Angela Colman

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed how the staff interact with the children at the club.
- The inspector had discussions with the children, staff and parents and considered their views of the setting.
- The inspector checked evidence of the suitability of all staff and sampled a range of documentation, such as safeguarding arrangements, employment procedures and risk assessments.
- The inspector spoke to the leader at appropriate times throughout the inspection.
- The inspector carried out a learning walk with the leader. The inspector assessed the impact of the quality of staff interactions and the play opportunities they provide children.

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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