

Inspection of Barnehurst Breakfast And After School Club

Barnehurst Infant School, Barnehurst Close, ERITH, Kent DA8 3NL

Inspection date:

15 December 2022

**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 at the setting happy to see the staff and their friends. Staff greet the children individually and ask how their day has been. Children share what they have done in the school day. Children are confident. They understand the routines of the setting. After independently hanging up their coats and bags, they wash their hands before selecting an activity. Children are engaged as they play.

Behaviour of children is good. Children understand the rules and expectations of the setting. They play together cooperatively, sharing ideas and developing a narrative to role-play games. Where children display unwelcome behaviours, such as running or throwing toys down onto the table, staff are quick to intervene. Staff remind children of the expectations of the setting, ensuring the safety of everyone. Children are kind to one another. They share resources and take turns without needing to be prompted.

The setting has high expectations for children. Independence is promoted in all areas. Children take pride in helping to butter the bread to go with the soup for tea. They help to lay the table. Children show care and concern for each other. Older children ensure that younger children are served their tea first and have everything they need before they sit down.

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

- Staff at the setting know children well. They understand their interests and capabilities. Activities set up capture children's interest straight away. Children show high levels of concentration and focus as they complete tasks.
- Children are confident in the setting. They have developed positive relationships with staff. They will ask questions and share past experiences. Staff take a genuine interest in what children have to say. Staff seek to further promote children's language and imagination skills by asking open-ended and probing questions.
- Staff are quick to offer praise and encouragement to children, helping to develop confidence and self-esteem. Children's achievements are recognised and celebrated, both within the setting and with parents at the end of the session.
- Children are effective problem solvers. Staff support children to develop the confidence to try again if they are unsuccessful at a first attempt. Children work together to support each other with difficult tasks. They develop resilience through the staff's belief in their capabilities. Children show pride when they complete a task that they initially thought they could not.
- Healthy lifestyles are promoted within the setting. Menus are rotated for breakfast and teatime so that children have a balanced range of options. Staff

talk to the children about why eating healthily is important and how they can make better choices. Children have daily opportunities to be physically active. They use the school playground for physical activities, with the school hall being used in adverse weather conditions.

- The setting promotes diversity and inclusion by applying British values across all areas of the curriculum. Staff understand the cultural background of all children. The setting's resources support children to learn about the world around them. They ensure that children learn to treat others with respect. Children treat each other with kindness. They have empathy for their peers and offer help when needed.
- Partnership with parents is good. Parents report that they are happy with the setting and its homely feel. They describe the staff as enthusiastic and approachable. Communication is effective, and parents feel informed about the opportunities children have at the setting.
- Staff feel supported within the setting. They describe the manager as supportive and available to help when needed. The manager provides staff with regular supervisions to ensure they understand the expectations of their roles. Further training and opportunities are providing to ensure staff have sufficient knowledge and understanding of policies and procedures.
- The manager is reflective. Evaluation is continuous, and the setting evolves their practice to meet the individual needs of children. Questionnaires to parents are sent every six months to ensure they are happy with the service provided. Student surveys also seek the views of children in attendance.

Safeguarding

The arrangements for safeguarding are effective.

The manager understands her responsibility to ensure all staff receive safeguarding training. Staff are clear on their responsibilities towards keeping children safe from harm. Staff understand the different forms of abuse and the procedure for recording and reporting any concerns they may have. They are clear on the process to follow if a child makes a disclosure. The setting environment is risk assessed daily to ensure it is safe and secure. The setting operates a no phone policy. Older children understand that they must leave their phone in a special box until they are collected.

Setting details

Unique reference number	EY416466
Local authority	Bexley
Inspection number	10233772
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 at time of inspection	4 to 11
Total number of places	40
Number of children on roll	20
Name of registered person	Manna-Seh Childcare And Education Limited
Registered person unique reference number	RP530111
Telephone number	07737471786
Date of previous inspection	23 March 2017

Information about this early years setting

Barnehurst Breakfast and After School Club registered in 2010. It is based in Barnehurst Infant School in Erith, in the London Borough of Bexley. The club is open for breakfast club from 7.30am to 8.45am and after-school from 3.15pm to 6pm, during term time. The club is also open each day in the school holidays, from 8am to 6pm. There is a total of four staff, three of whom are qualified, including the manager, who has a degree in early childhood and youth studies.

Information about this inspection

Inspector

Natalie OLeary

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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