

# Inspection of Barracudas (Chislehurst)

Farrington School, Perry Street, Chislehurst, Kent BR7 6PU

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Inspection date: 15 February 2023

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

**This  
inspection**

**Met**

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Previous  
inspection

Outstanding

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

### **This provision meets requirements**

Children are happy and eager to participate in all the available activities. Children receive a warm welcome from staff, who accompany them to their designated room. Children engage in free play and planned activities throughout the day. For example, they complete 'All About Me' books on arrival and are keen to share their self-portraits with each other. Children build new relationships as they share resources while playing in a pretend doctor's surgery area. Staff encourage children to take turns and share. For instance, they role model imaginary play scenarios, such as examining each other's ears and administering injections.

Children are encouraged to make choices to help to build their confidence. For example, they choose between clay modelling or foot golf. Children practise their gross motor skills as they guide a football around and through obstacles. Their delight is evident as they cheer each other on and smile at their successes. Children use their imaginations and demonstrate a positive attitude towards activities. For instance, when modelling with clay, they persist in rolling and manipulating it into 'pirates' and 'princesses'. Children discuss their intentions and are keen to explain how and what they are doing. They are kind and help each other to tidy up after activities, sensitively supported by staff, who praise them for their efforts.

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

- Staff have high expectations for children's behaviour and are excellent role models. At the beginning of the week, staff introduce a behaviour chart and explain to children about the boundaries and health and safety rules. Children who have attended before recall and share the expectations with their peers. Staff explain that positive behaviour warrants a move on the behaviour chart. They are keen to provide examples of the behaviour they expect, including 'good listening'. Staff use a pictorial timetable to reinforce the routine. This helps to prepare children for the next activity. It also supports those children who struggle with transitions and helps all children to be included.
- Children learn to keep themselves safe. For instance, they practise the fire evacuation procedure at the beginning of the week. Staff use a tour of the site to help children to familiarise themselves with their new surroundings and facilities. They role model how to move in the environment. For example, staff remind children to walk behind a staff member in a line. This helps children to have a smooth transition between activities and promotes their positive behaviour.
- Children have many opportunities to develop their physical and personal skills. Staff capture children's interest as they read a story about a 'Selfish Crocodile'.

Children listen in anticipation as they are asked to stretch like a giraffe and move like a crocodile, which they do with confidence. Staff use the story to have discussions with children about oral hygiene and the importance of caring for their teeth. Children are eager to share their understanding of the importance of adopting a healthy lifestyle. Staff are perceptive, following children's lead and including all children by inviting quieter members of the group to speak.

- Staff receive a robust induction, which includes health and safety training. They comment that they feel supported by line managers. Staff are confident in their understanding of the company's policies, including accident and medication procedures. Additional training is available for those staff who wish to upskill and specialise in a specific area, such as archery or motor sports. Specialist staff are employed to teach subjects, such as art and dance. This helps children to choose from a wide range of activities, depending on their interests.
- Experienced leaders and managers are confident to support staff's professional development. They place a great emphasis on providing opportunities for staff's promotion within the organisation. Staff engage in regular meetings, which highlight areas of development and further training is put in place. This ensures that staff have the skills and confidence to facilitate the activities for children.
- Parents report that their children are extremely happy. They welcome the daily feedback from the staff at the end of the day, which explains what their children have done. Parents feel included and comment that any concerns are addressed immediately, and outcomes communicated. For instance, they welcome the new electronic enrolment procedure, and say that this has drastically reduced the morning registration process to help them be on time for work.

## Safeguarding

The arrangements for safeguarding are effective.

All staff receive safeguarding training as part of their induction. They can recognise the potential signs of abuse and know the procedures to follow should they have a concern. Staff are familiar with a range of safeguarding issues, such as extremist behaviour and are clear on the whistle-blowing policy. The designated safeguarding lead attends external training to ensure that their knowledge is up to date. Leaders work closely with the staff who are responsible for the premises to confirm that they are safe. The company has a robust recruitment and induction procedure to make sure that all staff are suitable.

## Setting details

<b>Unique reference number</b>	EY303249
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10262900
<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 14
<b>Total number of places</b>	140
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Young World Leisure Group Limited
<b>Registered person unique reference number</b>	RP900856
<b>Telephone number</b>	01480 467 567
<b>Date of previous inspection</b>	7 April 2017

## Information about this early years setting

Barracudas (Chislehurst) registered in May 2005. It is located in Chislehurst, Bromley. The camp is open during the school Easter and summer holidays from 8.30am to 5.30pm, Monday to Friday. There is also a morning and late club, which runs from 8am to 9am and from 5pm to 6pm. The provider employs 25 staff, of whom 17 hold relevant qualifications. Of these, four members of staff have qualified teacher status, 11 members of staff hold a qualification at level 6, one member of staff holds a qualification at level 3, and one member of staff holds a qualification at level 2.

## Information about this inspection

**Inspector**  
Jill Pearce

## 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.
- The area manager joined the inspector on a learning walk and talked to the inspector about the activities staff provide for children.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the area manager.

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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