

Inspection of Orchard Breakfast and Afterschool Club

Orchard Primary School, Oxford Road, SIDCUP DA14 6LW

Inspection date:

12 May 2023

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are handed over to staff in this safe and secure setting by their class teachers. Details about their day are shared as children are warmly greeted by staff. Staff allow children opportunities to share what has happened during their day, including what has gone well and not so well. Children understand the routines and expectations in the setting. As they come in, they put away their belongings, sanitise their hands and find something of interest to play with. Children happily engage in meaningful play. They play with purpose, sharing their interests with others.

Children's behaviour is good. They form friendships and support each other. When older children see younger children struggling, they are quick to help them out. For example, older children make younger children paper aeroplanes, so they can join in with their games. Children's independence is promoted. They develop resilience as staff provide them with encouragement to continue with tasks which they may find difficult. For example, when children initially say they are unable to do their zips, staff give them the confidence to try again. Children beam with pride as they show staff and their peers that they have done it.

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

- Staff know children well. They set out a range of interesting activities that draw children's attention as soon as they arrive. Staff plan activities to meet the needs of different ages of children attending. Children help to adapt activities across the afternoon, choosing what they would like to take part in.
- Staff are extremely responsive to children's needs. They follow children's interests, adapting plans for the afternoon to allow children opportunities to explore further experiences that have captured their imaginations. For example, after an impromptu session of making paper aeroplanes, children ask to go outside to fly them in the wind. Staff enthusiastically facilitate this, helping children to use the wind direction to make the planes fly as far as possible.
- Staff enable children to develop their communication and language skills. They engage in meaningful conversations with children. Children willingly share their knowledge of different topics, such as species of snakes, as they play with resources. During arts and crafts activities, staff provide younger children with new vocabulary and allow children to talk about their own past experiences.
- Partnership with parents is good. Parents speak very positively of the setting and comment that their children enjoy attending. They feel well informed of what is happening at the setting, receiving termly newsletters and daily verbal feedback.
- Staff promote healthy lifestyles to children. Children enjoy making healthy choices, such as as they make their own sandwiches and choose their own

fillings, fruit and vegetables. Children are physically active. They enjoy time outside playing football and using hula hoops, moving their bodies in different ways.

- Children within the setting are confident. They talk fondly of the time they spend at the setting, the staff and the experiences that they have access to. Children feel that they have a voice within the setting and that if they need to talk to someone, there would always be someone to listen. Children enjoy spending time with their peers and at events, such as movie nights with hot chocolate.
- Staff acknowledge and celebrate what is important to each child and family. They promote fundamental British values. Children are extremely respectful of each other. They understand the importance of listening when others are speaking. Children ask questions that show an interest in the experiences of others. They realise that they are all unique but equal, allowing for the development of positive self-esteem.
- Leaders and managers are reflective. They seek regular feedback from parents and children, regularly looking at how they can make improvements to the service which they offer. Staff feel supported within their roles and are offered continuous training to develop their skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding training is provided for all staff within the setting. Staff demonstrate a clear understanding of how to keep children safe from harm or abuse. There are clear recording and reporting procedures in place. During daily registration time, children are reminded of what to do if there is an emergency or fire drill. Children confidently relay where the meeting point is in a fire drill and the procedure to follow. The setting has robust procedures in place for the collection of children, which all staff are aware of. Risk assessments of all areas of the setting are carried out daily.

Setting details

Unique reference number	2631318
Local authority	Bexley
Inspection number	10285309
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	50
Number of children on roll	25
Name of registered person	Manna-Seh Childcare And Education Limited
Registered person unique reference number	RP530111
Telephone number	07737471786
Date of previous inspection	Not applicable

Information about this early years setting

Orchard Breakfast and Afterschool Club registered in 2021. It is independently run and is located in Orchard Primary School in the London Borough of Bexley. The setting is open from 7.30 to 8.45am and 3pm to 6pm Monday to Friday, term time only. The setting currently employs four members of staff, three of whom hold qualifications at level 2 and above.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the setting.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- 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 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 nominated individual 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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