

Inspection of The Frutie Tutie Kidz Club

Perry Hall School, Perry Hall Road, Orpington BR6 0EF

Inspection date:

1 October 2024

**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 happy and enjoy their time at this calming and engaging after-school club. Staff develop very positive relationships with children. They are interested in what children are doing and engage in back-and-forth conversations. They take account of the children's individual interests and often complement the experiences they have in school.

Children fully immerse themselves in what the club has to offer and show high levels of engagement and enjoyment. For instance, children spend long periods of time exploring the space mat and planets, eagerly sharing their knowledge with each other and staff. They independently select the resources and talk to staff about the planets their aliens are travelling to.

Staff are very positive role models and interact purposefully with children, joining in their games. They model the behaviours they expect from children. Children are polite, and their behaviour is excellent. Children feel safe and secure, they are confident to ask staff for help. Staff offer praise and encouragement and reassurance to the youngest children new to the club. This helps children to develop close relationships with staff and to feel a strong sense of belonging.

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

- Leaders plan the environment well to support children's well-being, ensuring they have areas, such as the library, to relax and look at a book after a busy day at school. Children enjoy various games and play together, taking turns and showing good knowledge of the activities. For example, children independently play table football, and focus well until the end of the game. They show patience, respect and resilience when there is only one winner.
- Leaders build good relationships with staff from the host school, and information sharing is consistent. Leaders collect children from their meeting point and check with the teachers if there are any messages about the children's day, to provide continuity in their care.
- Younger children are very well supported and reassured throughout their time at the club. They gain confidence to try new things with the support of a strong key-person system. For example, children eagerly show staff how they can write their names once they have finished their drawing.
- At teatime, children are offered healthy choices, and it is a social occasion. Staff remind children with any food intolerances to wear their lanyards to ensure special dietary requirements are adhered to. However, during this time, some children are being collected by parents and others arrive from school clubs. This means transitions can be disordered and children are unsure of what is

happening, especially those new to the club.

- Leaders ensure staff well-being is paramount and provide regular meetings and annual appraisals to discuss opportunities to develop their practice. Staff complete regular mandatory training to refresh their knowledge and skills.
- Leaders understand the importance of reflection and actively gather all those involved in the club's views and opinions of the club. From this, leaders have developed short videos of training with key messages to support staff in their roles. This helps staff keep children safe and secure.
- Parents speak highly of the club. They particularly value the flexibility and appreciate the care their children receive. Parents like the varied choice of activities the club offers and relay how their children are always eager to attend.
- Leaders and staff create a diverse and inclusive environment. All children, including those with special educational needs and/or disabilities, are very well supported. Leaders work closely with parents to make sure they offer a consistent approach to meeting children's needs. For instance, staff ask parents to tell them about their child's interests. This helps children to have a positive experience while at the club. For example, children happily tell visitors that they enjoy the games they play. Children have plentiful opportunities to join in with others in play.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2688627
Local authority	Bromley
Inspection number	10355304
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	300
Name of registered person	White, Justine
Registered person unique reference number	2688629
Telephone number	07949088070
Date of previous inspection	Not applicable

Information about this early years setting

The Fruitie Tutie Kidz Club registered in 2022. It operates from Perry Hall School in Orpington within the London Borough of Bromley. The club operates before and after school, term time and during the school holidays. The club employs 15 staff, including the manager, of whom half have relevant childcare qualifications.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between staff and children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children spoke to the inspector and shared their views of the club.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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