

# Inspection of Tetita Childcare Club

St. Peters Catholic Primary School, West Ridge, Sittingbourne, Kent ME10 1UJ

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Inspection date: 7 January 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

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

### **This provision meets requirements**

All children enjoy their time at the club and are eager to arrive after school. They happily say hello to staff and their friends and are excited to see them. Children are happy, confident, and settled. They remain engaged in challenging and motivating play opportunities that staff carefully plan for them. For example, children enjoy simple experiments. They make pictures with salt and paint and are intrigued as they watch them mix together. This results in the paint expanding across the paper. All children, including those who speak English as an additional language, are confident to communicate their thoughts and ideas. For example, they make up their own songs and confidently perform them on stage to their friends. Children have a wide range of opportunities to be creative. For example, they make jewellery such as bracelets.

Children are polite and behave well. For example, they recap the club rules daily and know what is expected of them. Children are kind, caring, and patient. For example, older children calmly read stories to the younger children. All children enjoy physical play opportunities. They demonstrate positive social skills. For instance, they include each other in a variety of team games. They follow instructions, share and patiently wait their turn. This includes games such as snooker, tennis, basketball, and hockey. Children build on their interest in literacy and mathematics. For example, they confidently recognise words in a nature scavenger hunt, such as feather, stick, and leaf. Children enjoy a variety of mathematical games. For instance, they recognise numbers up to 50 in a game of snakes and ladders.

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

- All staff know the children and their individual personalities well. This helps staff establish secure and trusting relationships with children. Staff listen to the children's ideas and suggestions and implement them into the club. This helps children feel valued and listened to. Children enjoy their time at the club and remain engaged and interested in their play experiences. They enjoy the company of staff and are keen to include them in their play. For example, children are excited for staff to join in with their ball game.
- The manager and staff effectively evaluate their practice together at the end of each day. They discuss what children enjoy and what they could do better to enhance children's enjoyment in the future. Staff use their findings to develop their practice. This includes highlighting training that may be beneficial to develop their skills even further. All staff complete regular training. They are keen to keep up to date with new information and build on their skills and

knowledge. For example, they have recently learned about the different ways that they can use resources to help keep children motivated in new and exciting play opportunities.

- The manager closely monitors the quality of care and play opportunities staff provide children. For instance, she regularly observes staff as they interact and play with children. The manager provides staff with helpful advice to support their future performance.
- Parents speak positively about the staff and club. Staff build and maintain positive relationships with them and keep them fully informed. For example, they pass on any information from teachers about their children's time at school. Staff share what children have enjoyed at the club with parents daily. However, the manager has identified that she wishes to extend the variety of ways that they share information with parents to help parents understand more thoroughly the activities their children enjoy.
- All staff establish secure partnerships with the teachers at the school that the children also attend. They communicate daily and help provide children with a consistent link between the school and club. For example, they share information about the child's time at the club and find out about their day at school.
- Staff support all children to gain a strong understanding and high level of respect for other peoples' similarities and differences. This includes gender, race, and religion. Children learn about festivals that are celebrated by other countries and cultures, such as Chinese New Year.
- All staff support children to understand about the importance of healthy lifestyles. They encourage children to independently follow health and hygiene routines. This includes washing their hands thoroughly before mealtimes. Children create their own healthy items for snack, such as making fruit kebabs using a wide range of fruits.

## Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have a secure knowledge and understanding of the safeguarding and child protection policies. This includes knowing who to contact to seek advice and how to raise and follow up on any potential concerns. Staff attend regular training which helps to keep their knowledge up to date. Staff complete thorough risk assessments to help keep everyone at the club safe. This includes how to help minimise the risk of COVID-19. For example, staff ensure that there is a thorough hand washing and cleaning routine in place. Children know how to keep themselves safe in the event of an emergency, such as a fire. For instance, they regularly practise leaving the building quickly and calmly.

## Setting details

<b>Unique reference number</b>	2532256
<b>Local authority</b>	Kent
<b>Inspection number</b>	10208498
<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>	20
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Tetita Childcare Limited
<b>Registered person unique reference number</b>	RP537222
<b>Telephone number</b>	07724664724
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tetita Childcare Club registered in 2019. It is an out-of-school provision located in the grounds of St. Peters Catholic Primary School, Sittingbourne in Kent. The setting is open Monday to Friday from 7am to 9am and 3.20pm until 5.30pm, term time only. The setting employs three members of staff, two of whom hold relevant early years qualification at level 2 and above. This includes one member of staff who holds a level 3 qualification.

## Information about this inspection

### Inspector

Kelly Hawkins

## 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 carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the play opportunities they provide children.
- The inspector viewed the indoor and outdoor environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- At convenient times during the inspection the inspector spoke to the manager, children, parents and staff and considered their views.

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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