



Tubbenden School Link

Inspection report for early years provision

Unique Reference Number	137387
Inspection date	01 March 2007
Inspector	Jane Wakelen / Claire, Alexandra Parnell
Setting Address	Tubbenden Junior School, Sandy Bury, Orpington, Kent, BR6 9SD
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Registered person	Lindsay Willmott
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Tubbenden School Link Out of School group has been registered since 1990. It operates from two classrooms on the first floor of a junior school situated in the London Borough of Bromley. A maximum of 40 children may attend the setting at any one time. The group opens five days a week during the school term and most school holidays. The breakfast club opens from 08:00 - 09:00. The after school club opens 15:00 - 18:00 and the holiday play scheme opens between 08:00 - 18:00. The holiday club incorporates children and staff from the other clubs in the group.

Tubbenden School Link is one of two similar clubs situated in the London Borough of Bromley. The group has use of the school's playground and playing field.

There are currently 175 children aged from four and half to 11 years on roll. Children attend a variety of sessions. The group supports children with learning difficulties and/or disabilities and children with English as an additional language.

The group employs 10 staff. Of these, six hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the setting is supported appropriately by staff who keep information about children's allergies or medical conditions available on an easy access system. Children maintain their understanding about the importance of personal hygiene procedures through guidance from the staff and are independent in self-care skills, although they are not encouraged to wash their hands before eating their snack. A sick child policy is not in writing but procedures are in place and all staff are aware of the groups practice. The majority of staff hold a current first aid certificate and a first aid box is available promoting children's well being.

Children attending the breakfast club are offered a balanced, healthy breakfast, such as fruit juice and cereal, promoting their understanding of healthy options. However, children attending the after school and holiday club gain less understanding as children provide their own snacks and lunch and have a biscuit and squash made available for snack time, thus not promoting the value of good nutrition, such as fresh fruit. Drinks are made available for children as and when they require them.

Children have opportunities whilst attending the out of school club and holiday club, to use the school playground and school, to benefit from fresh air and promote the importance of exercise for a healthy lifestyle. Children have access to a variety of different equipment outside, but if the weather is poor there are limited options available indoors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are familiar and secure in their environment. Staff promote children's safety by collecting the younger children from their class teachers, whilst older children make their own way to the club. On arrival a registration system is in place and if any children do not arrive which are expected, procedures are in place to discover their whereabouts, either via the school or contact telephone numbers for the families. On departure, parents collect children from the setting and sign their child out, providing an accurate record of attendance. An informal risk assessment is carried out on a daily basis in the setting, but there is not a written, formal risk assessment available and therefore no record of recording any hazards or concerns within the setting, thus not fully promoting children's welfare.

Children gain an understanding about keeping others and themselves safe through guidance from staff, such as carrying chairs safely and being aware of hazards within the environment, such as gaps in between tables to prevent their fingers being caught. Staff promote children's safety by ensuring good staff deployment, such as two staff members accompany children down the stairs when using the toilets and a member of staff is always in position near the computers on the landing at the top of the stairs, thus promoting children's safety at all times.

However, children are not fully protected against un-invited visitors as there is not a system to record visitors to the group at present.

Fire drills are carried out on a regular basis and carefully documented to ensure a record is available. Children have a good understanding about fire evacuation procedures, which is continued from the school, and is supported by children's familiarity with the building, thus ensuring children are able to evacuate the building in an emergency. All fire fighting equipment is available and checked alongside the schools equipment on a yearly basis. Children remain on the premises at all times in the after school club and holiday club as no outings are undertaken, which further promotes children's safety whilst attending the setting.

Staff have a sound understanding of safeguarding children and all staff have in-house training to ensure they understand and implement the policy and procedures. Information regarding safeguarding children, relevant contact numbers and confidential documentation is available and used to promote children's well being at all times.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter the club confidently and enjoy meeting their friends. They are familiar with the routine of the session and when their friends arrive, line up for their squash and biscuit, or find their own snack from their lunch box before choosing what to play. Children enjoy the social occasion chatting with friends about their day or the latest favourite toy and make choices from the available resources on the shelves or tables. Children are helped to understand the importance of looking after the toys as they have to sign a book to say they are borrowing it and then sign to say it has been returned and all pieces are included.

Children can choose from table top activities, the pool table and the computers and are able to choose art and craft activities or dressing up. However, the layout of the room and the limited planned activities does not fully promote all areas of children's learning, thus children are not reminded about different opportunities available. They are able to access the outside area if sufficient staffing and have occasional use of the school hall, if the school does not require it for clubs or meetings. Staff spend their time with the children moving around the room or supporting children on the computers, promoting children's independence and allowing them to make decisions about what they want to play with. Staff include children in making decisions about what new equipment to purchase and ask them what activities they would like for the holiday club, thus helping children gain a sense of belonging and ownership of the routine and activities.

Children continue their learning from school with regards taking turns with the resources and sharing with friends. They show maturity, signing on lists to have their turn on the computer and show good communication skills with their peers, debating who will have the game next and how many players can join in the game.

Helping children make a positive contribution

The provision is satisfactory.

Children build good relationships with the staff and benefit from the stable staff team who know the children well and ensure they are all settled within the group. The setting has an equal opportunity policy in place which is implemented effectively and enables children to learn about their diverse society, through some planned activities such as 'around the world' where children made passports and had the opportunity to taste food from around the world. Positive images in books, posters and various resources helps children accept other peoples differences and similarities. Children are integrated into the setting with learning difficulties and/or disabilities and full information is obtained from the parents regarding their needs and care they require.

Children are involved in setting the rules of the club which are displayed for all children to see. Children present good behaviour and have a developing understanding about right and wrong which is supported by interaction from staff and a continuation of expected behaviour in school. Staff offer praise to children for good behaviour and treat them with respect which supports their good understanding. However, if children start art activities and do not want to finish them, staff keep the piece of work and remind children about finishing them. This results in some children's self esteem not being fully promoted and does not take into account children's own views on whether the product is finished.

The partnership with parents is satisfactory. Parents are greeted on entering the setting and able to discuss any issues with staff. Information passed from school is stored in children's bags and if necessary, staff will talk to parents to ensure the relevant information is passed on. Parents make positive comments about the setting and how the care supports the child's welfare as continuity of care from the school. Parents are issued with a brief information leaflet and access the policies for the group, although some of the policies are not up-to-date or contain correct information, such as the complaints policy.

Organisation

The organisation is satisfactory.

The setting has adequate procedures when recruiting staff although systems are not in place to ensure staff remain suitable and some staff's checks have been delayed in being verified and are now being re-done. Appraisals are not regularly carried out and therefore not used to assess staff's strengths or plan their ongoing training needs, although staff are encouraged to access training courses with the local authority. Many staff have worked at the club for several years which provides continuity of care for children. Children are settled and content in their environment and have built trusting relationships with the staff which enables them to feel secure.

Most documentation is completed appropriately and securely locked away in a cabinet. Children's contact details and any medical information or allergies are obtained and recorded on an additional record system to ensure easy access in the event of an emergency. There are some policies and procedures in place but there is not a system to monitor these and review on a

regular basis to ensure all policies are identified, written and contain the relevant up-to-date information. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection three recommendations were agreed which related to three policies and cleanliness of the toilets.

Policies have now been implemented for behaviour management and equal opportunities which helps ensure staff understand the procedures to follow, thus promoting children's welfare. The child protection policy now contains a statement about procedures to follow if a member of staff has an allegation made against them, thus promoting children's safety and well being. Children have access to clean toilets, which staff check on a daily basis before children arrive at the setting, although no written evidence supports this at present.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children are able to make informed, healthy options for snack and meal times in all provisions
- implement an effective risk assessment, to ensure all areas are safe and maintained for children, including making a visitors book available to protect children against un-invited visitors
- ensure consistent practice amongst all staff to promote positive behaviour management and build children's self-esteem
- review all documentation and policies to ensure full information is included and parents have relevant up-to-date information

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk