

Tollgate Time Out Club

Inspection report for early years provision

Unique Reference Number	983505
Inspection date	01 November 2007
Inspector	Sarah Johnson
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Registered person	Tollgate Time Out Club
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?

Tollgate Time Out Club opened in 2000 and operates from two large rooms within Tollgate Primary School in Bury St. Edmunds. The club is managed by a voluntary management committee made up of parents of children at the club and representatives from the primary school. A maximum of 24 children may attend the club at any one time. The club is open each weekday during school term times. The breakfast club opens from 08.00 to 08.55 and the after school club opens from 15.20 to 18.00. All children share access to a large secure outdoor play area within the school grounds.

There are currently 28 children aged from four to 12 years on roll. The club primarily serves the children from Tollgate Primary School and Howard Middle School. The setting currently supports a number of children with learning difficulties and/or disabilities.

The club employs six members of staff. Of these, four hold appropriate qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is supported by staff who follow sound health and hygiene procedures. They ensure that children are cared for in a clean and adequately maintained environment. The risk to children of cross-infection is generally minimised as children use individual paper towels and liquid soap to wash their hands after using the toilet. However, children's health is potentially compromised as they do not always clean their hands before handling food at snack time.

Children are protected as the staff have completed training in food hygiene and they use this knowledge to follow sound practices when preparing and serving food. For example, staff wash their hands before handling food and areas used for preparing and serving food are wiped with antibacterial spray.

Children receive appropriate care if they are ill or have an accident because information is obtained from parents about their individual health care needs including consent to seek emergency medical advice and treatment. All staff have completed first aid training for young children and a well stocked first aid kit is easily accessible in an emergency. Accidents are recorded clearly in the accident book and sound procedures are in place should the staff ever need to administer medication to children. An appropriate exclusion policy is shared verbally with parents to ensure children who are unwell do not attend the club.

Children's dietary needs are met because all staff are made aware of any significant dietary information provided by parents on their children's registration forms. Children enjoy healthy breakfasts of toast and cereal, which helps to get them off to a good start before school. Children enjoy nutritious afternoon snacks of toasted crumpets, ham sandwiches and whole fresh fruits. Their independence and choice are encouraged as they can choose when they wish to sit down for their snack. Similarly, they remain hydrated as they help themselves to drinks of diluted orange juice which are easily accessible throughout the session.

Children's physical play experiences are promoted as they enjoy regular, although not daily, access to a large enclosed playing field. They enjoy the fresh air when running around freely, skipping and playing swing ball. As a result, children enjoy physical exercise which contributes to a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy playing and relaxing in welcoming surroundings where they can move around independently and can spread out in their play. They mainly access a large dining room with several tables and chairs which accommodates the children's creative activities. An additional room offers a large carpet area and soft chairs allowing children to relax and play floor games comfortably. Bright and colourful displays of children's creative work help to create an inviting environment and children see that their efforts are valued. Children are supervised when accessing the separate toilet facilities, which are cleaned regularly and well maintained. Children enjoy using a broad range of suitable resources and play equipment which are checked regularly by staff to ensure they are safe. All resources are stored in labelled boxes in a separate room, which fully supports children's ability to self-select and lead their own play.

Staff take positive steps to minimise risk and promote children's safety such as conducting daily informal risk assessments and reminding children how to keep themselves safe. For example, children are reminded to consider the risk of crawling under stacked chairs and they help staff to check that a chain is in place to prevent cars from entering the outdoor area. Children are well protected from the risk of fire as there is a clearly displayed emergency evacuation procedure and they are fully involved in practising regular fire drills. Access to the premises is monitored and staff are vigilant to ensure that children are only collected by adults who are named on their registration form. As a result, children's safety is not compromised.

Children's welfare is promoted as all staff have completed training in safeguarding children and have a good understanding of the procedure to follow should they have any concerns. This is also outlined in a well written child protection policy, which fully reflects current guidance from the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy at the setting as they feel secure and have an enjoyable time. When they arrive they quickly settle into the familiar routine, either choosing to sit at the table in preparation for snack or helping themselves to resources for the activities they initiate. For example, children ask staff for a selection of blankets and foam mats and use these to make secret dens. Children have established friendly relationships with the staff and each other as they interact well in their play and chat freely about their interests and events at home or school.

Children are interested in what they see and do while at the setting because the staff provide a wide range of play experiences which meet children's needs and interests. Staff encourage children to lead their own play and as a result, children actively request resources and are fully engaged in activities which interest them. For example, the staff are more than happy to provide glue and glitter when children request them. Activities foster children's creativity and imaginative play particularly well. Examples include making puppets, nail art, marbling, dressing up and small world play with bugs and play people. Children can relax comfortably after a busy day at school, as they sit and read magazines on soft chairs or cushions and occasionally watch the television or play on the games console.

Helping children make a positive contribution

The provision is satisfactory.

Children develop a sound sense of belonging at the club as staff ask questions about their day at school and celebrate the children's birthdays by providing birthday cakes for everyone to share. Staff give regard to promoting anti-discriminatory practice and as a result, children enjoy equal access to all resources and are treated with equal concern. The staff have a positive approach to supporting children with learning difficulties and/or disabilities and understand the importance of working alongside parents and other professionals to support children's individual needs. For example, children benefit as the manager accesses support and advice from the Special Education Needs Coordinator within the primary school if needed. Staff have completed relevant training to enable them to provide appropriate support to children who have English as an additional language.

There is a sound written behaviour policy in place, reflecting the use of positive techniques to support children's behaviour such as consistent praise for good behaviour and encouraging older children to set a good example. Children have a sound understanding of boundaries for behaviour whilst at the club as they are reminded not to run inside and to sit at the table when eating.

Children benefit as their parents are generally kept informed. Staff have fostered sound relationships with parents. For example, parents chat to staff when they collect their children and staff pass on information verbally to ensure continuity of care. Parents are provided with an overview of information about the setting, ensuring they know what to expect from the setting. However, children's welfare is potentially compromised as parents are not provided with sufficient information to raise their awareness of how to make a complaint. Although a written complaints policy is available, this does not fully reflect current requirements and is not actively shared with parents.

Organisation

The organisation is satisfactory.

Children are protected by sound procedures which confirm that staff are safe and suitable and children are never left alone with adults who have not been suitably vetted. Children benefit as the staff work well together as a team and they are led by a manager who is suitably qualified and experienced in supporting children's needs.

Staff deployment is sufficiently organised to enable children to play outdoors safely and experience a smooth transition from the school to the club. For example, older children are greeted by staff after making their own way to the club, whilst younger children are collected from their classrooms by a member of staff. However, children's safety is not fully promoted as the daily attendance records do not include the actual hours of attendance for staff and children. The club complies with the ratios set out in the conditions of registration, which contributes positively to children's safety and ability to actively take part in all activities.

All the required information is held relating to individual children and consents are in place to ensure children are cared for in line with their parents' wishes. However, children's well-being is not fully supported as the written policies and procedures have not been reviewed for some time and several of the policies do not fully reflect requirements or what happens in practice at the club.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to reflect on the training attended by staff to see if improvements can be made to existing good practice. Staff have informally used the knowledge and understanding they have gained to inform their practice in supporting children's behaviour and ensuring the needs of children who have English as an additional language are appropriately met.

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 always wash their hands before eating snacks
- update the written complaints procedure, ensuring it reflects current requirements and is shared with parents
- ensure the daily attendance registers, include the actual hours of attendance for children and staff
- review the written policies regularly, to ensure they fully reflect current procedures at the setting.

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