

# Tollgate Time Out Club

Inspection report for early years provision

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<b>Unique reference number</b>	983505
<b>Inspection date</b>	09/12/2010
<b>Inspector</b>	Janet Keeling
<b>Setting address</b>	Tollgate CP School, Tollgate Lane, Bury St. Edmunds, Suffolk, IP32 6DG
<b>Telephone number</b>	01284 752742
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Tollgate Time Out Club registered in 2000 and is managed by a voluntary management committee. It operates from facilities within Tollgate Primary School in Bury St. Edmunds. All children share access to a large secure outdoor play area within the school grounds. The setting serves children and families from the local and surrounding areas.

A maximum of 24 children from four to under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 25 children on roll, of these, four children are within the early years age group. Children attend for a variety of sessions. The setting is open Monday to Friday from 8am to 8.55am and from 3.20pm to 6pm during school term times only.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, two hold an appropriate level 3 qualification in early years, whilst two members of staff hold a level 2 early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children participate in a range of activities and share warm, friendly relationships with staff and their peers. Staff offer a fully inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual needs and interests. Staff are highly motivated and work well as a team. They have a good understanding of the Early Years Foundation Stage framework and as a result, children make good progress in their learning. Successful partnerships have been established with parents and the host school, ensuring that each child's care and well-being is tailored to their individual needs. Most policies and procedures for the safe and efficient management of the setting are in place. The setting is led by an enthusiastic and dedicated manager who demonstrates a good commitment and ability towards improving the setting.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further induction procedures for new staff, ensuring they are given

- full information and guidance on their roles whilst working at the setting
- extend risk assessments to ensure they cover everything with which a child may come into contact, this specifically relates to the security of external doors.

## **The effectiveness of leadership and management of the early years provision**

Good priority is given to safeguarding children. All staff have good levels of skill and a clear understanding of child protection issues and are aware of possible signs and symptoms of abuse. They know who to contact should they be concerned about a child in their care. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Written fire procedures are in place and staff ensure that regular fire drills are completed. Effective procedures for the recruitment and vetting of staff are adhered to; however, induction procedures for new staff are less well developed and documented. Consequently, staff may not always be clear about their roles when they are very new to the setting. The manager and staff have a good understanding of health and safety issues and have written policies and procedures in place. Risk assessments are completed in conjunction with the head teacher of the host school and cover all major aspects of the environment. However, the daily risk assessments do not cover everything that a child may come into contact with, this specifically refers to the security of the external doors. Consequently, these records do not show what has been taken to minimise these risks, although staff are always deployed effectively to support and monitor the children.

The deployment of resources is good. For example, staff are effectively deployed to support the children's learning and welfare and make good use of space, despite using a shared building where they have to set up and clear away at the beginning and end of each session. Staff are enthusiastic, motivated and work well together as a team. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. For example, they use feedback from parent and child questionnaires and have recently introduced a self-evaluation system to monitor and evaluate the quality and standards of the setting. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the setting where all children are welcome regardless of their background. All staff are enthusiastic to improve the provision and have access to ongoing training to ensure their knowledge and skills are updated. Consequently, children's care and well-being are further enhanced.

Partnerships with parents and carers are good. Children benefit from the warm and relaxed relationships that have been established between their parents and staff. The daily exchange of information ensures that children's changing needs are consistently met, particularly for those children with special educational needs and/or disabilities and those who speak English as an additional language. Parents speak highly of the setting and commented that their children are happy, settled and safe. Parents have access to information about the running of the group. For example, their registration certificate, public liability insurance and policies and

procedures are all displayed. Parents also receive an information pack prior to their child starting at the group. The manager and staff have also developed positive relationships with teachers at the host school and other early years professionals, which contribute to the ongoing continuity of care for all children.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from a welcoming environment where staff are friendly, caring and spend quality time interacting and supporting them as they play. On admission to the setting all required documentation is completed together with an 'All About Me' document, which records children's individual needs and interests. Consequently, children are cared for according to their parents' wishes. Staff know the children very well, they observe and assess them as they play and use information gained to support children's individual needs and interests. Staff have recently introduced 'learning documents' for all children within the Early Years Foundation Stage, and are currently looking at ways to capture a child's achievements through both written and photographic evidence. Children are familiar with the daily routines and look forward to meeting up with their friends where they can share the day's news and play together. Feedback from children during the inspection was very positive. Their comments confirm that they find staff friendly and supportive. They also said they enjoyed attending the setting and that they had lots of toys and equipment to choose from.

On arrival at the setting children receive a very warm welcome from staff, who encourage children to initiate their own play. They are fully aware of what equipment is available and ask staff for help in setting up activities. One group of children choose to access the 'micro-machines and mini-cars' and chat happily together, sharing and taking turns. Other children work enthusiastically together to build a beautiful castle out of paper cups. At the snack-table, two children relax and chat together about the day's events. Children play well independently and with their peers and show respect as they share and take turns. Older children in the setting are very aware of the younger children's needs and are caring and offer support when needed. For example, older children enjoy assisting their younger peers in craft activities by opening glitter tubes and offering advice. Children chat eagerly about their designs and work well together as they share equipment. They are developing a good understanding of diversity as staff encourage positive, open discussion about people's similarities and differences and because they celebrate cultural festivals throughout the year. Children relish being in the fresh air and enjoy a range of physical play opportunities each day. They also enjoy playing games together on the setting's computer and have regular opportunities to visit the school's computer suite. Children also benefit from the recently introduced 'Weekend Toy Lending Library', where they are encouraged to select a toy which they can enjoy playing with at home.

Children are polite, well mannered and show concern for each other as they play and interact together. They develop confidence and self-esteem because staff give regular praise, encouragement and support and as a result, their behaviour is

good. Children are aware of the setting's rules and older children often remind younger children of the boundaries. Children's art work is attractively displayed around the base room, which demonstrates that their work and achievements are valued and support their sense of belonging in the setting. Children develop an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They are reminded to walk indoors and that they must not leave the room without telling a member of staff. Children understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills. Good hygiene procedures and practises ensure that children are kept free from infection. For example, hand washing routines are well established and help children develop good habits effectively. The setting promotes healthy eating as children freely access a range of fresh fruit at the snack table and engage in discussion with staff about what foods are good for them. Drinking water is available to the children throughout the session, ensuring they remain hydrated.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met