

Tubbenden School Link

Inspection report for early years provision

Unique reference number	137387
Inspection date	13/01/2011
Inspector	Silvia Richardson
Setting address	Tubbenden Primary School, Sandy Bury, ORPINGTON, Kent, BR6 9SD
Telephone number	01689 860276
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tubbenden School Link Out of School group was registered in 1993. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The group is registered for a maximum of 40 children in the early years age group at any one time. There are currently 11 children on roll in the early years age group. The group also provides care for children aged up to 12 years. The group operates from Tubbenden School, Orpington, in the London Borough of Bromley. The group has use of two classrooms on the first floor of the junior school. There is a secure area for outside play. Tubbenden School Link is one of two groups situated in the London Borough of Bromley. The group serves the local area. Children attend a variety of sessions. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is open from Monday to Friday during term time and school holidays. The breakfast club opens from 7.45am to 9.00am and the after school club opens from 3pm to 6pm. The holiday play scheme is open between 7.45am and 6pm. There are four or five staff working directly with the children, depending on numbers of children in attendance. All staff, including the manager, hold appropriate qualifications to NVQ level 2 or 3. The group has access to support and training from the local authority early years advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and enjoying activities, because they are able to make choices from a wide variety of interesting and stimulating materials and resources. They enjoy positive relationships with staff and are fully supported so that they integrate successfully. Children are confident, sociable and play cooperatively because the staff work exceptionally well as a team, being well deployed in the setting so that they are available to children individually and in small groups. The setting offers an inclusive, lively and purposeful environment, where children thrive through being consulted and involved in all aspects of the provision. The setting has a high capacity for maintaining continuous improvement because leadership and management are strong. They consistently include staff and children in evaluating what works well and less well, so that children are safe, happy, stimulated and challenged.

What steps need to be taken to improve provision further?

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

- develop the systems for planning to identify any gaps in children's learning and plan for the next steps in their development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting because staff know what to look out for and what to do should they be worried about a child. Lines of responsibility are clear, including close links with the school for making an appropriate referral should child protection concerns arise. All staff are assessed as suitable to work with children through enhanced checks. Risk assessments are carried out daily, ensuring children are safe in the setting. Written records are kept of specific safety evaluations, such as the safe use of the guillotine for paper cutting. Risk assessment is very effective in ensuring appropriate and timely measures are taken to keep children safe, such as withdrawing the magnetic game from use when hazards were identified.

The setting actively promotes equality through the broad range of activities offered. Both boys and girls are encouraged to enjoy being creative and feel good about making things, such as knitted items. Children enjoy acquiring sewing skills and learning cross stitch, for example, to produce a book mark. Children enjoy equal access to the computer and other games, organising turns successfully amongst themselves. Diversity is celebrated through practical work, painting, drawing and sticking projects, promoting children's appreciation of different religious and cultural festivals. The setting actively promotes inclusion and makes good provision for children's individual needs, with resources, such as books in Braille.

Resources are exceptionally well deployed, so that children make their own choices, selecting toys and play materials from open, low level storage. Staff make themselves readily available to children, spreading out around the setting, so all children and small groups have someone sitting, talking and playing with them. Children are encouraged to contribute ideas and suggestions for activities and are involved in evaluating the effectiveness of the provision. Staff meet together at the beginning and end of sessions, so as to evaluate what is working well and less well and agree changes as appropriate. The setting drives improvement through effective informal self-evaluation, with children's safety and enjoyment being key factors.

The setting has strong links with the school, ensuring children's individual needs are met effectively. Where appropriate, teaching staff will share strategies, for example, for behaviour management, so that approaches are consistent. Good communication with class teachers enables staff to convey messages and share any relevant information with parents and carers regarding welfare and learning. Parents and carers feel staff are very approachable and willing to respect and accommodate any support they need for their children, such as arrangements for children to complete their homework in the setting. Parents are highly satisfied with the range of activities and feel their children enjoy and achieve in the setting because their relationships with staff are caring and trusting. Parents and carers are fully informed of the groups' policies and procedures, the schedule of activities and children's progress.

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

Children thrive in the setting, enjoy activities and achieve well because their play, learning and leisure needs are at the centre of the operational plan. Children's likes, interests and learning styles are quickly established through staff being consistently available to them, talking with them, listening and responding to their ideas. Toys and play materials are of real interest to children and are stimulating and challenging. They make choices, select items and play well with others, demonstrating strong personal and social skills. Children have good opportunities to acquire knowledge and skills across all six areas of learning because of the range and variety of resources that support their developmental needs. Staff are aware of children's starting points, although are not matching attainments to the expectations of the early learning goals, so as to identify and bridge any gaps in their learning through the use of clear next steps planning. The principles of the Early Years Foundation Stage are very much embedded in practice, with staff valuing the uniqueness of each child and developing positive relationships with them, so that they feel safe and secure. Staff create an enabling environment, effectively promoting inclusion and fostering a positive disposition to learning.

Children are developing a broad range of skills for the future through the good variety of toys and materials available to them. They especially enjoy mark-making resources, drawing and colouring. There are few crayons and felt pens for creating different skin tones, so that children can represent themselves and others in their pictures. Children make a positive contribution to the setting through their involvement with establishing the rules for desirable behaviour. They also contribute to arrangements for emergency evacuation and ideas for projects, including those which promote appreciation for differences. Children learn how to use materials and tools safely, such as knitting needles and scissors, and they form orderly lines for moving around the setting and using stairs safely. Children adopt a healthy lifestyle through opportunities for outdoor play and physical exercise indoors, such as moving to music. The introduction of fruit at snack time is enabling children to make a healthy choice about what they eat. Drinks are available throughout the session and children are encouraged to ask for drinks in addition to those provided at snack time. Children use the bathroom and are encouraged to wash their hands after school as part of their routine. Arrangements for collection and registration of children in the group promote their safety and welfare.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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