

# Trimley St. Martin CP School Foundation Unit

Inspection report for early years provision

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<b>Unique reference number</b>	EY418111
<b>Inspection date</b>	10/08/2011
<b>Inspector</b>	Mrs Deborah Kerry

<b>Setting address</b>	Trimley St. Martins Cp School, Kirton Road, Trimley St. Martin, FELIXSTOWE, Suffolk, IP11 0QL
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<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

Twinkle Toes extended schools re-registered when it moved to the new premises in 2011. The holiday club operates from the Foundation Unit in Trimley St Martin County Primary School and the breakfast club operates from the school hall. Children have access to a secure outdoor area. The premises are accessible to all children.

A maximum of 30 children may attend at any one time all of whom may be on the Early Years Register. There are currently 47 children attending who are within the Early Years Foundation Stage. The Holiday Club runs every school holiday providing wrap around care from 9am until 5pm with sessions from 9-12pm and from 12.30 to 3.30pm and lunch club from 12-12.30pm; the breakfast club runs during term time from 8am until 9am. Children are able to attend for a variety of sessions. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language.

There are nine members of staff employed by Twinkle Toes Ltd, all of whom hold appropriate qualifications to at least level two. The manager is qualified to degree level and holds Early Years Professional Status. Seven of the staff are undertaking training in play work.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage are fully supported in most areas by the qualified staff. The staff know children well and plan a range of activities to provide them with fun and challenges around a range of topics and themes. The setting has good relationships with parents and with the local primary school to help ensure children's time at the club is enjoyable. The setting is beginning to implement procedures to evaluate and monitor their good practice and have identified some areas for improvement to benefit children's continued development.

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

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

- extend activities and play opportunities to ensure that children develop an appreciation of diversity and the beliefs of others
- develop further the use of evaluation to identify the settings strengths and priorities for improvement that will improve the quality of the provision for children.

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

Children's welfare is effectively supported as all staff have an excellent knowledge of the club's safeguarding children procedures. Staff have an excellent knowledge of the steps to take should they have any concerns about the welfare of a child. The club's policies show clear, effective procedures for staff to follow with local contact details included. Staff ensure that their training on safeguarding children is regularly renewed and updated to ensure that their knowledge remains current. There are clear written risk assessments that have been undertaken for all areas within the setting to ensure that children are well protected from any potential dangers. There are clear procedures for emergency evacuation of the premises which are practiced with children. This ensures that children's safety is a high priority and is a reminder to develop children's knowledge on keeping safe. There is a high staff ratio and along with walkie talkies to keep in contact with staff in the outside play ensure that children are well supervised to promote their safety effectively.

Written information on the club is provided to parents to help them to make decisions about appropriate childcare for their children in the holidays. Parents are kept fully informed about the provision through discussions with staff and the notice board, which displays information about the daily routine. The club's policies and procedures are shared with parents before children start. The breakfast and holiday club provides children with a safe and secure environment, where they can play whilst their parents are working. Parents say that they are very pleased with the range of activities that are provided so that all ages of children enjoy their time at the club.

Staff are fully supported in their continued professional development as seven of the staff are undertaking playwork qualifications to ensure that children of all ages in the holiday club are fully supported. The setting sets clear goals and aims for the group to ensure that children's welfare is fully supported and that the group is sustainable. The planned activities are reviewed and evaluated at the end of the holidays to ensure that what is provided for children continue to challenge and engage them. Self evaluation is not fully established so strengths and priorities for improvement can be identified.

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

Children are invited to eat snacks when they are hungry and staff encourage them to eat regularly. They are provided with a range of fresh fruit, toast or a biscuit with a drink for snacks both in the morning and afternoon. Children are learning good hygiene routines as they know to wash their hands after using the toilet and before eating. All information on children's health, dietary and medical needs is obtained from parents before children start. Children bring their own packed lunch

which meets their individual dietary requirements and they are encouraged to eat sufficiently for their individual needs by staff. Children have free access to the outside play area where they can run, ride wheeled toys and play with a range of equipment to support their physical development well. Children can help themselves to drinks at any time to ensure that they remain hydrated.

Children can access the outside play area freely and are provided with a wide range of resources and activities to support their interests and provide them with challenge. Children are confident communicators as they take turns to talk about what they have done in front of others at the end of a session. This helps to promote their thinking skills and develops their understanding about communication. They play games on the computer and access remote control toys to support their topic on machines and develop their understanding on technology. Children's creativity and imaginations are given free reign as are provided with recycled materials to create their own robots; they colour and paint them to their own designs. Staff plan and provide a range of activities for children, they are able to make choices in what they play with to meet their own interests and develops their independence. Children experiment with volume and capacity as they fill and empty containers during water play. Staff take photographs of children during the session, they all sit together and enjoy seeing what they have done during the session. Children have discussed and agreed the rules of the group to help them to behave well. Children have access to some resources to support their understanding on diversity and the cultures of others.

All staff are involved with planning themes for children, they spend time inputting their ideas which are taken forward for the weekly and daily plans. Staff undertake observations on children's play so that their interests are noted and to ensure that these can be included in future plans. Staff know children well and ensure that the activities provided meet their interests. Children are able to self select activities that meet their own interests and activities are adapted by staff to reflect this and to support children's play fully. Staff ensure that all children are included and resources are fully accessible to ensure that children's play is fully supported.

## 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	1
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
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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	1
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