

# TSM Out of School Club

Trimley St. Martins Cp School, Kirton Road, Trimley St. Martin, FELIXSTOWE, Suffolk, IP11 0QL



<b>Inspection date</b>	20 April 2016
Previous inspection date	10 August 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is inadequate

- The premises are not secure to prevent entry of unauthorised people and to ensure that children are not able to leave unsupervised.
- The key-person system for children in the early years age range is not organised in the best interests of the youngest children. There is no plan to ensure that children still benefit from someone taking responsibility for their care and play experiences if the main key person is absent.

### It has the following strengths

- Staff are actively supported in their professional development. They regularly attend relevant training courses and workshops to further their skills and knowledge. They share what they have learnt, in order to implement new ideas and promote good quality play and learning experiences for children.
- Partnerships with parents and carers are friendly and trusting. Staff share information with them, including passing on messages from class teachers. They actively seek the views of parents through daily discussions and regular written questionnaires.
- Children come into the out-of-school club readily and confidently choose what they want to do. They are familiar with the consistent routines that are designed to promote their independence and sense of belonging.
- Staff are effective in facilitating and supporting children's play. They provide a varied range of resources that stimulates children's motivation to play and learn.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ improve security of the premises to ensure that unauthorised persons are not able to enter and to prevent children from leaving unsupervised.	29/04/2016

### To further improve the quality of the early years provision the provider should:

- review the effectiveness of the key-person system to ensure that children continue to benefit from someone who takes responsibility for their care and play experiences, even if the main key person is absent.

### Inspection activities

- The inspector observed activities in the main classroom, garden and school field.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's activities and a selection of policies and other records.
- The inspector held a meeting with the nominated person/manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector spoke to a small number of parents and carers and took account of written comments in questionnaires.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The external doors are not secure. Although staff have good processes for monitoring where children are at any time, children are out of sight once they turn the corner in the corridor when going to use the toilets. Staff cannot be sure that no unauthorised persons have entered the building. Despite this, staff are aware of the signs and symptoms of abuse and know how to report concerns. Children's welfare is protected in this respect. An effective recruitment process ensures that those working with children are suitable to do so. The management is committed to the motivated and enthusiastic staff team. Regular supervision and appraisals are in place, promoting a culture of mutual support. Staff reflect on the service they provide and the training they have attended. They consider how play sessions can be improved to further support children's enjoyment. Parents report that their children enjoy attending the out-of-school club. They appreciate that staff are friendly and approachable. They feel that they are well informed. Staff have established partnerships with the class teachers to ensure that concerns about children's learning and development are managed effectively.

### Quality of teaching, learning and assessment is good

Staff take into account children's interests when planning for each session. They bring in additional resources in response to what children tell them they would like to do. Staff also repeat activities and provide alternative options. For example, children explored clay and really enjoyed it. A child asked if they could have play dough, so staff brought play dough in. Children were encouraged to make faces using the plastic facial features of a toy. Children readily choose what they want to do and staff support their decisions. When children ask if they can play on the field, staff organise themselves so that children have the choice about whether they want to go or not. Younger children enjoy playing on the climbing and balancing equipment and playing imaginatively in the woodland area. Staff know when to step back and allow children to play uninterrupted and when to offer help. Children readily ask staff to help them as they balance on the logs. Staff ensure that children are able to play undisturbed at activities of their choice.

### Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding have a negative impact on children's well-being. The owner collects younger children from the pre-school that she also owns and they continue their day in the out-of-school club. The youngest children are allocated a key person during their time in the pre-school, but this is not continued into the out-of-school club to effectively support their continuity of care and learning. Despite this, children are happy, settled and enjoy their time in the out-of-school club. They build good relationships with all of the staff. They readily seek staff out for a chat, invite them to join in their activities or ask them for support when they find an activity difficult. Children are supported well to develop skills for life. Staff are good role models and treat children with respect. Children are encouraged to consider the needs and feelings of other children and to play harmoniously together. Consistent boundaries are in place and children are encouraged to make safe and positive choices.

## Setting details

<b>Unique reference number</b>	EY418111
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	851902
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Twinkletoes Pre-School Limited
<b>Date of previous inspection</b>	10 August 2011
<b>Telephone number</b>	01394448313

TSM Out of School Club was registered in 2011. It employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including the owner who holds a level 6 qualification and early years professional status. The out-of-school club opens from Monday to Friday during school term time. Sessions are from 7.45am to 8.45am and from 3.30pm to 6pm. A holiday club operates at Easter and during the summer holiday, dependent on demand.

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