

# Tubbenden School Link

Tubbenden Primary School, Sandy Bury, ORPINGTON, Kent, BR6 9SD



|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 14 March 2018 |
| Previous inspection date | 25 June 2015  |

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

## Summary of key findings for parents

### This provision is good

- Children of all ages are happy and enjoy their time at the after-school club. They select games and activities from the wide range available.
- Children behave well. They understand the routine and quickly follow instructions. Children develop good independence skills. They put away their belongings when they arrive and choose their own snack and activities.
- Parents are very happy with the level of care and play activities on offer at the club. They comment that the friendly staff go the extra mile and support children who have special educational needs and/or disabilities well.
- The manager and staff reflect on and monitor the quality of the care they provide, making ongoing daily improvements. For example, they regularly review the resources to ensure they meet the current children's needs.
- Many staff also work at the school on site and are known to the children. This helps the children to settle quickly.

### It is not yet outstanding because:

- On occasions, staff complete risk assessments too early while school children who do not belong to the after-school club are still using the facilities. This could result in minor hazards being missed.
- Key persons do not always exchange information with the school to help provide a consistent approach to children's care and enjoyment.

## What the setting needs to do to improve further

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

- strengthen the process of risk assessing the premises to ensure that assessments are well timed for when the facilities are not in use
- enhance the key-person partnership with the school to ensure a consistent approach to children's care and enjoyment.

### Inspection activities

- The inspector observed activities and the quality of staff interactions with children.
- The inspector sampled a range of documentation, including policies and procedures, such as safeguarding and induction.
- The inspector took account of parents' views through discussions with them.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector discussed the manager's evaluation of the after-school club and the improvements they have made.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their child protection responsibilities. They know the correct procedures to follow in the event of a concern about a child. Staff keep up to date with annual safeguarding training and are aware of their responsibilities under the 'Prevent' duty. The provider follows good recruitment procedures to ensure staff are suitable to work with children. The manager holds meetings with staff, discussing their training needs and any concerns to ensure staff's ongoing suitability. Staff regularly reflect on the activities available and their practice to ensure children enjoy their time at the club. They keep parents well informed about their child's time at the after-school club, for example, through discussion at collection and on the club's noticeboard.

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

Children select their own play from an easily accessible range of good-quality resources. For example, children of different ages enjoy quietly completing the colouring activities, while other children use language to collaborate, exchange and develop ideas about their creations with construction bricks. Children of all ages mix well together. They happily allow others to join their games and support younger children, for example, to complete puzzles and play computer games. Staff engage in meaningful discussions with children, encouraging, exploring ideas and questioning effectively. They support children to understand turn taking as they encourage them to write their names on a waiting list to use the computer games. Staff teach the children new skills, such as French knitting and pompom making.

### Personal development, behaviour and welfare are good

Staff work well with parents to understand individual children's needs. They support children who have special educational needs and/or disabilities well. For example, staff write up individual care plans to ensure the use of constant strategies to support children's individual needs and requirements, and to help them enjoy their time at the club. Children show that they are happy, motivated to join in, actively take part in activities and are emotionally secure. Staff are good role models, praising children's efforts, and 'check in' with children who appear to be working alone. Children form an orderly queue and serve themselves from a range of healthy options from the main table. They eat well and recognise the healthy foods they need daily.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 137387  |
| <b>Local authority</b>                           | Bromley   |
| <b>Inspection number</b>                         | 1089558   |
| <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>                     | 4 - 8   |
| <b>Total number of places</b>                    | 70  |
| <b>Number of children on roll</b>                | 100   |
| <b>Name of registered person</b>                 | Lindsay Willmott  |
| <b>Registered person unique reference number</b> | RP511640  |
| <b>Date of previous inspection</b>               | 25 June 2015  |
| <b>Telephone number</b>                          | 01689 860276  |

Tubbenden School Link registered in 1993. The club employs eight members of childcare staff. Of these, one holds a teaching qualification and six hold appropriate early years qualifications at levels 2 or 3. The group operates from Tubbenden School, Orpington, in the London Borough of Bromley. It is open Monday to Friday during term time. The breakfast club runs from 7.45am to 9am and the after-school club runs from 3.15pm to 6pm.

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