



The Ivy Link

Inspection report for early years provision

Unique Reference Number EY301598
Inspection date 05 July 2005
Inspector Patricia Ann Sang

Setting Address Ivy Street, Runcorn, Cheshire, WA7 5NZ

Telephone number

E-mail

Registered person Eileen Colette Histon

Type of inspection Childcare

Type of care Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Ivy Link Out of School Club is run and managed by Eileen Histon. It opened in 2005 and operates from one large room in a purpose built building. It is situated in the Grange area of Runcorn in Cheshire. A maximum of 32 children may attend the club at any one time. The club is open from 15:00 to 18:00 each weekday in term time and from 07:30 to 18:00 in the school holidays with a 10 day closure during the Christmas period. All children share access to a secure outdoor play area.

There are currently 50 children aged from 5 to under 8 years on roll. Children come from five schools within the local area.

The club employs four staff. There are two staff, including the manager, who hold an appropriate qualification. There are two staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is nurtured through good hygiene practice. Children know they must wash their hands to ensure they don't 'get germs in their tummys'. They are skilful in using liquid soap and dry themselves with paper towels which reduces the risk of cross infection. Food items are prepared and stored appropriately because staff have accessed training in food hygiene. Children's health is protected since there are effective arrangements agreed with parents to deal with sick children. Children's health is further safeguarded as staff use disposable gloves in attending to accidental spillages.

Children learn much about what foods are good to eat through well planned, child focused discussion and activities. For example they know they should eat five portions of fruit and vegetables each day to help them stay healthy. They learn about the different groups of foods and are able to categorise proteins, carbohydrates and fats. They benefit from a wide variety of snacks which include fruit salad, cheese, yoghurt and meatballs. They choose whether to have baked beans or grilled bacon with their toast at break time and heartily tuck into their snack as they socialise with each other.

Children get pleasure from being in the fresh air as they play ball games, learn to play tennis and use bikes and scooters. This promotes their physical development and they become more confident in acquiring a range of skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe as staff take measures to ensure risk is minimised within the setting. Staff carry out safety checks of all areas where children are looked after before the session begins, so that the premises are safe and welcoming for their arrival. Children are protected from unknown persons as there are secure entrance arrangements. Children use and play with safe, stimulating furniture and equipment. They enjoy unwinding after school and use comfortable large bean bags for relaxing and reading books.

Children know how to behave to prevent accidents because they are actively involved in setting down 'ground rules'. They understand that floor toys in particular have to be tidied away after use to avoid tripping hazards. They are familiar with fire practice, they know when the whistle goes three times they must leave the playroom quickly. Children understand why shoes must be left behind if they are having fun with the soft play equipment.

Children's wellbeing is protected by staff's secure knowledge of child protection issues. Clear procedures set out what to do if there are concerns. Children are safeguarded since staff are familiar with named persons for child protection in the respective schools children attend. This ensures that information shared is kept focused on the child's best interests.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the club. They access a wide range of activities that are interesting and help them acquire new knowledge and skills. For example, as part of the healthy eating project they learn about foods and how they help them grow and develop. Children acquire good eating habits through their understanding and are enthusiastic in demonstrating their new found knowledge in art projects. Children are confident in making requests about introducing new activities. They are interested, and ask about tennis after watching the 'Wimbledon' tournament on television and staff respond by acquiring balls and racquets and explain how the game is played.

Children are content and relaxed as they engage in activities. They enjoy each others company for board games and chat sociably with each other as they await their turn in Ludo. Children's experiences are made fun and exciting because staff plan activities and outdoor trips that are enjoyable and increase their knowledge of the wider world. Children value visits to the 'Museum of Science and Technology' and the 'Blue Planet Aquarium' where they learn about how things work and about marine life. Younger children are supported in learning the game 'guess who', they respond with enthusiasm and clearly get pleasure from the challenge.

Children are thrilled with their progress in learning Spanish as another language. They produce posters using the language they have learnt with drawings and illustrations aligned to the words. Children are proud of their achievements and display their posters in the entrance area.

Helping children make a positive contribution

The provision is good.

Children's needs are met as they are treated with respect and due concern. Children are well behaved and play a positive role in contributing to the club, for example, they decide and write up the 'ground rules' for the setting. They include items such as 'put rubbish in the bin' and 'don't snatch', they take ownership of the rules and abide by them. Children show enthusiasm in designing a logo for the club. Children's self esteem is raised as the chosen motif is displayed and staff adopt the logo for the club's tee-shirts.

Children learn about the wider community through resources and projects that embrace race, culture and gender. However children are not gaining an understanding of disability as there are insufficient resources to help them develop

positive attitudes. Children with additional needs are supported well as staff develop good working relationships with parents. Staff agree how best to meet needs so that the approach to children's care is consistent and appropriate.

Children benefit from friendly and positive relationships that staff have developed with parents. Information is passed on to parents from children's respective schools. This keeps parents abreast of events and provides a smooth transition from school to club to home. Parents are happy for their children to attend the club, they are confident in staff's skills to look after children and are pleased with children's achievements in learning Spanish.

Organisation

The organisation is good.

Children enjoy their sessions at the club because staff plan and organise activities that are stimulating, exciting and support them in learning new skills. Effective recruitment procedures and induction for staff ensure that children are looked after by suitable persons. Staff looking after children hold an appropriate qualification or are working toward a recognised childcare qualification. This shows commitment to providing quality care for children and enhancement of the provision. Staff are trained in first aid and food hygiene which contributes to the health and safety of children. Children receive lots of positive individual support and attention since the number of staff exceeds the minimum requirement.

Children's wellbeing is central to the policies and procedures that inform practice. All documentation is kept efficiently and is easy to access. Nonetheless there is no procedure in place for uncollected children and staff may not be clear about what to do in such circumstances. Parents have ongoing access to the comprehensive policy file for continued reference. Children's Spanish workbooks are shared with parents and parents are proud of children's progress and of staff's commitment to the venture. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide resources that reflect disability to ensure equality of opportunity for children is promoted
- establish a written procedure for uncollected children to ensure that appropriate action is taken to safeguard children

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk