

Hillview Link Club

Inspection report for early years provision

Unique reference number	EY258892
Inspection date	13/10/2009
Inspector	Sarah Quinn

Setting address	Hillview School, Beechwood Avenue, Beechwood, Runcorn, WA7 3HB
Telephone number	01928797584 & 07984851878
Email	Hillview-linkview@NTLWorld.com
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 rates 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 08456 404040, 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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

Hillview Link Club has been registered since 2003. The club operates from a building at the rear of Hillview County Primary school in Runcorn, Cheshire. The club has sole use of the unit, which has two large rooms available for children's play. Enclosed areas are available for outdoor play activities. The out of school club serves children from Hillview and other local schools. There are 120 children on roll, of whom 20 are in the Early Years Foundation Stage (EYFS). Children attend for a variety of sessions. The Link Club supports children with special educational needs and/or disabilities. The setting is open for 50 weeks a year from Monday to Friday. The club opens from 7.30 am to 8.55 am and from 3pm to 6pm during term time, and from 7.30 am to 5.55 pm during school holidays. Five staff work with the children. Four have a National Vocational Qualification Level 2 or 3 in early years. The setting is registered on the Early Years register, and on both the voluntary and compulsory parts of the childcare registers.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, the quality of provision is outstanding. Children experience a calm, highly caring and happy environment where safeguarding is of paramount importance. Staff promote exciting learning and development opportunities through a wide range of stimulating activities. These fully match the needs of the children, although reference to the EYFS areas of learning is not always clear. Children thrive as the manager and staff show a passion and enthusiasm, for the continual improvement of the club and improvement since the last inspection is significant. The continuous commitment to the development of staff enables the setting to have an outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that observation and planning link to the EYFS areas of learning.

The effectiveness of leadership and management of the early years provision

Leadership and management are outstanding. All recommendations since the last inspection have been fully addressed, and the setting has been subject to significant improvement. The manager and staff demonstrate a real commitment towards further development and self-evaluation. Regular staff and network meetings enable staff to quickly identify and respond to issues for improvement. Staff show an outstanding commitment to their own professional development. Staff complete training sessions to enable them to provide the best opportunities

for children. This provides a skilled workforce, making a significant contribution to the children's excellent progress and welfare at the setting. Staff are deployed most effectively to exploit their strengths, for example, those with swimming certificates accompany the children to the swimming pool. The manager makes good use of resources and accesses funding to develop the resources further.

There are very effective links with other agencies. The club has strong links with the school whose site they use, enabling them to ensure continuity of care and development of each child. The setting has excellent links to all the services required to meet the variety of needs of the children who attend, like support from the local authority. The setting is committed to equality and diversity and the policies and procedures reflect this.

Relationships with parents are good, and the setting makes every effort to engage them with the setting and their children's learning and development. Parents are really grateful for the carefully managed procedures for settling their children in the group, and know that this enables them to feel secure and safe. Parents are regularly asked for their views and ideas and requests are acted upon. For example, the introduction of the newsletter. Parents are fully involved in their child's development through daily discussions and access to the children's folders.

Staff safeguard children's welfare extremely well and, as a result, children enjoy a calm, safe and healthy environment. Robust vetting procedures ensure that staff are suitable to work with children. All required policies and procedures are in place, and these are implemented fully and support good routines on a daily basis.

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

Children are highly valued and respected as individuals and their specific needs recognised and met appropriately. They benefit from an effective key worker system and appropriate staff ratios, which ensures they have many opportunities to make very good progress in their all round development. The rooms are expertly set out into defined spaces such as, a relaxing quiet room with a large sofa, range of books, computer and sensory equipment, and a busy area with more active opportunities. Children choose between activities and experiences, which are very well-matched to their needs and interests. For example, they enjoy baking activities together where they use their skills to cooperate, measure ingredients, mix and bake, and also clear up after themselves. These activities are well managed. Staff are skilled at knowing when to allow children the independence to complete the task themselves, and when to step in and offer support. As a result, children explore every area of learning, problem solve, cooperate, and thoroughly enjoy themselves. Staff use the opportunity to make observations of them and add these to their files, although the observations do not always make reference to the EYFS areas of learning.

Children relish their time playing at the club and the staff plan well thought out activities and adapt these to move with the children's interests. For example, they visit the local farm and go on to investigate healthy food, bake bread and open a

farm shop. When they visit the castle they thoroughly enjoy exploring historical figures by dressing up, role playing, painting portraits and investigating crime. The child's key worker makes sensitive observations of the children and ensures that future planning addresses their interests. The adults promote children's independence and creativity, provide opportunities for them to relate to and play with others. Children's learning, development and welfare is very well-supported, as the adults ensure that daily planned activities and spontaneous play are tailored towards each child's specific individual needs. This ensures the more-able children are challenged whilst the less-able children are fully supported so everyone can fully participate and benefit from the full range of well-planned activities.

Children enjoy a range of healthy snacks whilst attending the club. They enjoy using the outdoor facilities to develop their physical skills and have many opportunities to take part in a variety of sporting activities, some of which are led by an experienced sports coach. Children also swim once a week in a carefully managed weekly trip, where they play together with the inflatable toys at the local swimming pool. These activities contribute to the children's excellent health and wellbeing.

Children feel safe as their safety is extremely well planned for through thorough risk assessments, and managed through skilful supervision and monitoring. Children are confident and are developing skills in risk assessment as they play. For example, they monitor each other and remind each other of the boundaries in the club. Behaviour is exemplary. External agencies like the police and fire brigade visit the setting to speak to the children about staying safe, and fire evacuation is practised.

Children are encouraged to be involved and the adults ensure all children are treated equally. Adults encourage children's feeling of self-worth and confidence through everyday routines and activities, and encourage children to take on responsibilities like on the editorial team of the newsletter. Staff are very knowledgeable about individual children and their needs and, as a consequence, are able to support children in reaching their potential.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	1
The extent to which children make a positive contribution	1
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