

Appleton Thorn Link Club

Inspection report for early years provision

Unique reference number	315260
Inspection date	15/11/2010
Inspector	Sylvia Cornock
Setting address	Appleton Thorn School, Arley Road, Appleton Thorn, Warrington, Cheshire, WA4 4RZ
Telephone number	07889 515335
Email	
Type of setting	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

Appleton Thorn Link Club is privately owned and is one of a group of clubs run by this provider. It was registered in 2001 and operates from rooms within Appleton Thorn School in Warrington, Cheshire. Children have access to a secure enclosed outdoor play area. A maximum of 48 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged over eight years. The setting is open Monday to Friday from 8am to 9am and from 3pm to 6pm term time only.

There are currently 54 children on roll. Of these, 31 are under eight years of age and of these seven are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs five members of staff. The manager holds a National Vocational Qualification (NVQ) in playwork at level 3 and a level 4 in Leadership and Management. Of the other staff, two hold an NVQ at level 3 and one holds an NVQ at level 2. The setting is a member of the local authority network for out of school settings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, welcoming and child-friendly environment where their welfare needs are well met. They enjoy a rich programme of activities both in and outdoors, supported by competent, knowledgeable and caring staff. As a result, children make excellent progress towards the early learning goals through a varied range of activities that interest them. The setting offers a totally inclusive environment where children are valued as unique individuals. This is supported by excellent partnerships, both with parents, carers and other early years professionals. Through mostly effective self-evaluation systems the manager and staff highlight areas for improvement, and act upon them resulting in continuous and sustained improvement.

What steps need to be taken to improve provision further?

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

- develop further systems of self-evaluation against robust and challenging criteria with regard to the accuracy of information on the complaints form.

The effectiveness of leadership and management of the early years provision

The safety and welfare of children are given a high priority throughout the setting and staff are familiar with the procedures to follow if they have any child protection concerns. Robust recruitment procedures ensure suitably qualified and vetted staff work with the children. Thorough policies and procedures are in place which are fully understood by staff and effectively safeguard children. These policies and procedures are accessible to staff, parents and carers at all times and by accessing the settings web page. Detailed risk assessments are completed on the environment and outings to further protect children. The management fully support the staff in all aspects, to ensure excellent outcomes for children in their learning and development. Staff are deployed effectively and work well together as a team. They understand their roles and responsibilities in maintaining a safe environment for all children. They undertake regular evacuation drills and remind children how to keep safe both indoors and outside.

The management and staff are committed towards providing the best possible care and education for children. Areas and resources are well organised and used very effectively. Staff are highly qualified and experienced, and are supported if future training needs are identified. They strive to provide an inclusive and welcoming service and work effectively as a team because they feel valued and involved within the setting. Management respond positively to change and new initiatives are welcomed. They continually update the written self-evaluation, against robust and challenging criteria to identify areas for improvement. However, one minor exception to this is in regards to ensuring the accuracy of information on the complaints form.

Good procedures are in place to promote equality and celebrate diversity. Staff review these on a regular basis to ensure that they are effective and inclusive for children and their families. The management and staff have excellent systems to ensure they work collaboratively with other agencies and parents to provide support for children. This is particularly true for children with special educational needs and/or disabilities and those who speak English as an additional language, so that their progress is assured. Parents value the friendly, informal relationships they share with staff and feel involved and included in the setting. They welcome the extensive range of useful information that is shared with them on a daily basis. For example, regular newsletters and notices ensure that parents are kept informed about changes and improvements within the setting. Parents are welcomed into the setting on a personal one-to-one basis with staff exchanging comprehensive information on the progress in their child's learning. Children clearly benefit from the excellent support and friendly relationships with the staff and having consistency of carers to meet their needs. Staff have excellent links with staff in the host school to promote the integration of education and any extended services.

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

Children are cared for in a warm and welcoming, secure indoor and outdoor environment. They are eager to attend and relish their time in the setting. Children are cared for in a highly innovative, planned and organised environment which is conducive to their learning and development. The playroom is well set out with older children often helping to prepare resources and activities prior to all of the children's arrival. This offers children access to excellent activities and opportunities which are supported by a wide range of resources and equipment. Children benefit from the indoor space, which is arranged effectively to provide them with very good levels of challenge appropriate to their age and stage of development.

Children are involved in the planning of activities and have free access to the range of toys and equipment on a daily basis and which is continually built upon. This wide range of resources supports a programme of themes and activities. Equipment is of a high standard and checked regularly for safety and hygiene ensuring children are safe at all times. Children are independent as they make choices and self-select toys and equipment from those on offer. They initiate their own play and use imagination well. For example, children happily play with the toy roadway, castle and soldiers and introduce the police person to accompany the soldier on his travels. Many children have fun with the parachute game outdoors whilst others engage in ball games; giving them opportunities to use their physical skills.

Children are developing excellent writing skills as they draw pictures and write letters, freely accessing the wide choice of writing materials. They use language very well as they talk about events in their lives, both past and present, such as, looking forward to Christmas. Children have access to an extensive range of books and enjoy sitting quietly while reading. They have an excellent understanding of number, they count various items during everyday play and concentrate as they balance objects using the wide variety of table top games. This instigates conversations between children about similarities and differences. Children select resources which support their understanding of other cultures and disabilities. They talk about the local environment and use recycled materials in their art and craft work. They place items for recycling in the bins and bags placed in the room.

Children's health and welfare requirements are met very well. They enjoy snacks during the session and have constant access to drinks. They have daily opportunities to use their physical skills through the very well equipped outdoor play area, with opportunities to use the climbing and balancing equipment. Good hygiene routines are encouraged and any sickness or injuries are managed well. Children relate exceptionally well to adults and their peers. They learn to show kindness and consideration to others and also learn behavioural expectations and good manners from an early age. Staff foster the children's self-esteem through a lot of praise and encouragement. As a result, they learn to respect each other and the environment. Children demonstrate that they are acquiring excellent skills that will help them in the future. They feel safe and secure, because staff work hard to

ensure a safe environment and teach them how to use equipment safely. All children are included in all games and activities and each individual is made to feel special and their qualities encouraged.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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