

Helsby Link club

Inspection report for early years provision

Unique reference number	EY338901
Inspection date	29/09/2011
Inspector	Donna Parkinson

Setting address	Helsby Hillside Primary School, Bates Lane, FRODSHAM, WA6 9LN
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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

Helsby Link club is managed privately. It was registered in 2006 and operates from the school hall and two classrooms in Hillside Primary school. A maximum of 42 children between the ages of four and eight years may attend the club at any one time. The club operates Monday to Friday from 7.45am to 8.55am and Monday to Friday from 3.15pm to 6pm, term time only. Children have access to the school grounds for outdoor play.

There are currently 48 children on roll, of these twenty one are aged between five and eight years and seven are within the early years age group. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children. Of these three hold a qualification at level 3 in playwork, two hold a qualification at level 3 in early years, one a Qualified Teacher Status and one is currently working towards a qualification at level 2 in playwork.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met, and they make good progress in their learning and development as they experience a wide variety of activities. The club has developed good partnerships with parents, carers, local schools and outside agencies to ensure that all children are included. Children are safe and secure and enjoy learning about their local area and the world around them. Leadership and Management is effective with all staff being committed to continuous improvement through the regular evaluation of the provision. There are effective procedures in place to ensure all children are kept safe and all staff have a good understanding of safeguarding issues, although the written risk assessment is not sufficiently detailed. The extent to which children develop a healthy lifestyle is good and mostly positive hygiene practices are adopted to prevent the spread of infection

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes details of when and by whom it was checked. 14/10/2011

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

- develop children's ability to recognise the importance of consistent hygiene practices, for example, care being taken when handling food in order to minimise cross infection.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of internal and external safeguarding procedures. They are able to recognise the possible signs of abuse and have a clear understanding of how to report any concerns. Robust systems ensure staff are suitably vetted and qualified for their roles and responsibilities. The staff identify dangers and take positive steps to eliminate risks and therefore children can move safely and freely both outdoors and indoors. However, the written risk assessment does not include details of when and by whom the environment was checked. This is specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. All other required records, policies and procedures are in place and help secure children's welfare and safety.

Good progress has been made since the last inspection and all recommendations have been tackled well to improve outcomes for children. Self evaluation is used effectively to monitor and evaluate and help reflect on the club's practice. The management team shows a strong commitment to providing ongoing training for staff so that they can effectively meet the needs of all the children attending. For example, additional training has been accessed to help meet medical and/or additional needs.

The staff team provide an environment that rewards, celebrates and encourages children in what they do. They offer a broad selection of activities and resources that enable all children to be fully involved and participate in activities.

Parents and carers share their feedback with the setting through regular open communication with the staff team. This includes completion of regular questionnaires and meeting regularly with their child's assigned key person throughout the year. They are kept well informed about the setting, its policies and activities on offer. Partnerships are effective with staff in the school and communication takes place on an ongoing basis to ensure that information is regularly shared and used to promote children's achievement and well being.

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

Staff plan a broad range of activities and experiences to ensure they meet the needs of all children. They have a clear focus on promoting children enjoyment and achievement and helping children make a positive contribution which is entwined throughout daily routines and planned activities. Children enjoy their time at the club as they are able to independently choose and initiate their own

activities.

Children have good opportunities to invest their curiosity. For example, spontaneous learning takes place as children find a spider building a web amongst one of the flower patches. They wonder what will happen to the spider as they pour water over the flowers and spend a great deal of time watching and discussing the possibilities. Children's knowledge and understanding of the world is building well. Children learn about diversity through using a variety of toys and resources and celebrating various cultural festivals. This is complemented with positive images of children and families from around the world being displayed around the club. Children have good opportunities to extend their creativity both indoors and outdoors. For example, children devise a talent show for their parents to enjoy in the outdoor wooden theatre area.

Children's personal, social and emotional development is fostered well. Staff are consistent and positive role models to children, and offer praise and encouragement regularly throughout the day. As a result children are happy and settled and are confident to play, knowing that a key person is close by. Children show a strong sense of belonging and a good understanding of rules and boundaries within the club. Children behave well because staff provide clear explanations and praise good behaviour.

The extent to which children adopt healthy lifestyles is good. Children are offered a variety of healthy snacks such as fresh fruit, vegetables, breads, cheese, meat and fish. Children increase their self-help skills as they serve their own snack and learn about the importance of sharing. However, children do not follow consistent hygiene practices, in particular to when handling food, in order to minimise cross infection. Children benefit from fresh air and exercise through daily outdoor play. They access a broad range of physical play equipment to increase and test their physical skills. For example, they develop their coordination through traversing across the climbing wall. The extent to which children learn to stay safe is good. For example, the fire evacuation plan is practised with the children to ensure they are familiar with the procedure to follow in the event of an emergency and they clearly understand the importance of walking safely and orderly through the car park. Children develop good skills for the future as they become inquisitive and independent learners.

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	2
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	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	2
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	2
The extent to which children develop skills for the future	2

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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

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