

Ferry Link Club

Inspection report for early years provision

Unique reference number	EY430145
Inspection date	14/11/2011
Inspector	Catherine Curl

Setting address	Thewall Parish Hall, Bell Lane, Thelwall, WARRINGTON, WA4 2SX
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Type of setting	Childcare - Non-Domestic

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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

Ferry Link Club was registered in 2011. The setting is privately owned and operates from Thelwall parish hall, near Warrington. Children are cared for within the main hall, they also have use of the committee room and the outdoor play area. A maximum of 80 children aged four to eight years may attend the setting at any one time. The setting is open five days a week from 7.30am to 9am and 3pm to 6pm during term time and 7.30am until 6pm in school holidays. There are currently 85 children on roll aged from four to 11 years. Of these, 13 are within the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs seven members of staff, of these six hold relevant qualifications to at least level 2. In addition the managers are qualified to level 3 and 4. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting provides a welcoming, safe and happy environment for children where they are valued and respected. Children's welfare and learning are satisfactorily promoted overall. Staff show a clear understanding of their responsibilities in relation to safeguarding and keeping children safe, most documentation is in place. Partnerships with parents are supportive, enabling the provision to meet children's individual needs. The management are aware of the importance of self-evaluation. They have begun a process of reflective practice, in partnership with the local authority, to improve the quality of the provision for all children.

What steps need to be taken to improve provision further?

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

- maintain record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 28/11/2011

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

- develop further working partnerships with other settings where children receive the Early Years Foundation Stage. Where this is not possible extend the partnership working with parents to make sure that the children's needs are met.
- involve children in agreeing codes of behaviour and taking responsibility for implementing them.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected in the setting because staff are knowledgeable about how to identify and deal with any concerns they may have. Suitable recruitment procedures and vetting of staff ensures their suitability to work with young children. Secure premises and staff who are vigilant means that children are safe and cannot leave the premises alone. Daily risk assessments of the indoor and outdoor areas and equipment used by the children are carried out which further promotes children's safety on the premises, both indoor and outdoor. Records are maintained detailing the aspects that have been checked. However, records do not detail by whom they have been checked. This is a specific legal requirement.

Staff have a sound knowledge of the Early Year's Foundation Stage and use this to support children in their learning, adapting activities to ensure all children can access them. The environment fosters children's active learning. There is a large hall with plenty of space and a smaller area for quieter activities. Children freely choose the activities they participate in and also know they can ask for a specific game or activity. For example, children independently access the parachute and other materials to create a den.

Staff understand the benefits of working in partnership with parents and carers. Parents are asked about the child's likes/dislikes and any additional support needs when they start at the setting. Information about children's welfare is shared verbally at beginning and end of day. This means that parents can become involved in their child's learning and each child is supported in making progress towards the early learning goals. However, adequate attempts by staff to build relationships with the schools that children attend have been unsuccessful. Staff continue to attempt to build partnerships.

The management identify strengths and areas for development appropriately. They have begun to develop a method to evaluate the provision in partnership with the local authority. Their aim is to improve the provision that is offered, thus promoting achievement for all children.

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

Children are learning to be safe because staff practise a fire drill regularly with them which means they are learning how to keep themselves safe in the event of a fire. When carrying out craft activities they are learning to use equipment, such as scissors in safety. Children are learning to stay safe whilst travelling, because staff talk to them about the need to stay safe in vehicles by wearing seat belts.

Children are learning to adopt appropriate hygiene procedures because staff ensure that they wash their hands before eating, handling food and after using the

toilet. Children have independent choice of juice or hot chocolate and fresh fruit salad for snack as they arrive at the setting. Fresh drinking water is also available which ensures that children are hydrated which aids concentration. Children have the opportunity to be active, freely moving around the space in the setting. They have access to an outdoor area for fresh air. They can participate in weekly activities run by a fitness coach or street dance. They are developing their health and bodily awareness in these sessions talking about the need to warm up and cool down.

children's language for communication is being promoted in the setting because there are lots of opportunities to interact with other children and staff. Children develop their writing skills through varied opportunities to mark make by drawing with pens and crayons or on a large white board with marker pens. When tidying up the writing area they experience number as staff have marked the container with the number of pens and crayons. Children count and make sure that all the equipment has been returned which develops their responsibility within the setting. Children have access to a range of information and communication technology. For example, a television, games consoles and compact disc player which they operate independently, develops their skills for the future.

Children enjoy their time at the setting, have opportunities to work in groups or alone if they wish and choose which activities they participate in which promotes their independence, creating a disposition to learn. Staff promote positive behaviour and self-control by a reward system which celebrates children's achievements and positive actions. However, ground rules have not been agreed with the children to allow them to understand and take responsibility in the setting, ensuring everyone's contribution is valued and included.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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