

St Matthew's Link Club

Inspection report for early years provision

Unique reference number	315279
Inspection date	29/11/2011
Inspector	Sylvia Cornock
Setting address	St. Matthews Church Hall, Stretton Road, Stretton, Warrington, Cheshire, WA4 4NT
Telephone number	01925 730832
Email	
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

St Matthew's Link Club is one of three out of school clubs privately owned by JK Link Clubs Limited. It was registered in 1994 and operates from the church hall, school hall and four classrooms within St. Matthews Church of England Primary School at Stretton in Warrington, West Cheshire. Children have access to secure enclosed outdoor play areas. A maximum of 48 children aged from four to under eight years may attend the club at any one time. The club also offers care to children aged eight years to 11 years. During term time the club operates from the church hall Monday to Friday from 8am to 9am and from 3pm to 6pm, except for Thursdays between 3pm and 6pm when it operates from within the school. During school holidays the club operates from 8am to 6pm within the school premises. The club serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 62 children on roll. Of these, 28 are under eight years and of these 10 are within the early years age group. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 4 in leadership and management, two hold a qualification at level 3 in early years, one holds a qualification at level 2 in playwork and two are currently undertaking a qualification at level 3 in playwork. The setting receives support from the local authority and is a member of the local out of school network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded. Staff are highly professional and provide an extremely stimulating and challenging environment overall where children have fun while they learn. As a result, children make excellent progress in their learning and development. This is supported by outstanding partnerships, with parents, carers and other early years professionals. Children are valued as unique individuals, and an extremely strong inclusive ethos threads through all aspects of the club. The staff team are highly ambitious and work hard to continuously improve through extensive and well-developed self-evaluation which highlights areas for 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:

- providing opportunities for children to review their play, development and learning through displays in the environment.

The effectiveness of leadership and management of the early years provision

Safeguarding is extremely well prioritised, exemplified by the excellent recruitment, employment and induction procedures which ensure that staff are suitable to work with children. Staff show an outstanding understanding of the procedures to safeguard children. Records, policies and procedures are superbly organised and are highly effective in supporting the service offered. For example, staff use robust daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use. The strong management team are actively involved within the club and are eager to achieve the highest service standards for the local community. The whole staff team are highly committed towards their involvement in self-evaluation systems and continually identify areas for improvement and strive to implement them. As a result the recommendation from the last inspection has been fully addressed. The management team undertake annual appraisals supporting staff and identifying any future training needs. Consequently, staff work effectively as a team because they feel valued, supported and involved within the setting.

Staff organise the space, resources and outdoor experiences with great skill. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play. Resources are plentiful and of the highest quality. Staff have an extensive knowledge and understanding of individual children's needs which ensure these are met. This is further enhanced because staff work extensively with other early years professionals, parents and carers to ensure all children are fully included and their care and welfare needs catered for. Staff promote and support diversity extremely well to help children understand the society they live in.

Partnerships with parents and carers are superb as staff discuss every aspect of their child's learning and development with them. Displayed information and highly informative portfolios clearly demonstrate to parents the high quality care and education that is offered. Parents and carers are given their own copies of the comprehensive policies and procedures and share their views on the websites comment board. Parents and carers also record their comments on the regular questionnaires and through daily verbal exchanges.

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

The learning environment provided by the staff and their personal skills is inspirational. They start with a clear focus upon personal, social and emotional development. There is an emphasis on self-esteem. They teach children to participate, adopt safe and hygienic routines and to behave with pride and to have consideration for all others. An extensive range of easily accessible resources are

available throughout the club. They are stimulating, interesting and children have fun as they create their own child-initiated play. As a result, all children make significant gains in their learning and development. Children are actively involved in the daily planning of activities, through the children's council or ideas placed in the suggestion box. Records of children's progress and extensive topic and activity plans ensure that the six areas of learning are provided in stimulating and varied ways. Staff use the written information from the reception class teacher to extend and support children's learning through a well organised and coordinated system.

Staff throughout the club extend children's skills in communication and language exceptionally well. For example, they welcome visitors, such as chefs from the local hotel and police officers to further develop children's interests and knowledge of cooking, healthy eating and keeping themselves safe. Children use an extensive range of mathematical and problem solving skills as they confidently use programs on the computers and other programmable toys. All children enjoy the outdoors, where they can choose from an excellent variety of activities within the school or church hall grounds. They use their creative skills exceptionally well as they design and make angles and other Christmas decorations from collage and recycled materials. They take pride in their achievements as they share their decorations with the staff and family members collecting them. However, opportunities for children to review their play, development and learning through displays of their creations is less well developed.

Children's welfare is promoted by the staff to a consistently high level. They blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. For example, children are taught how to be safe through themes, such as practising road safety, evacuations of the building and not running indoors.. Children celebrate different festivals and have an clear insight into the environment, the world around them and how items can be recycled. The club focuses upon emotional and physical health and cultural diversity as they embrace and welcome everyone into a wholly inclusive environment. As a result children are developing excellent skills for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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	1
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	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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