

Cookies Link Club

Inspection report for early years provision

Unique reference number EY356870
Inspection date 07/12/2011
Inspector Diane Hawkley-Holt

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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

Cookies Link Club is owned by a private provider. It opened in 2007 and operates from the annexe room in the Tim Parry Community Centre, which is situated in the Great Sankey area of Warrington, Cheshire. The setting is registered to care for no more than 32 children under 8 years; of these, not more than 32 may be in the early years age group and, of these, none may be under 3 years at any one time on the Early Years Register and the compulsory part of the Childcare Register.

The out of school club operates from Monday to Friday in term time only, from 7.30am to 9am, and 3pm to 6pm. There are currently 36 children on roll who attend for a variety of sessions and, of these, 19 children are in the early years age range. On the day of inspection, there were no children present in the early years age range. Children attend from two local schools. The club is willing to provide support for children with special educational needs and/or disabilities.

The club employs four staff. Of these, the manager holds a National Vocational Qualification at level four in childcare and Playwork and another holds a National Vocational Qualification at level three in playwork and one member of staff is working towards a level 2 in childcare. One member of staff is unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is appreciated and well supported as the practice is inclusive. Most policies and procedures are established and clear, which results in the promotion of children's welfare being good. The manager has a good understanding of most of her strengths and areas for improvement in the setting and takes steps to continuously improve her service. They have built strong relationships with parents and other professionals to promote secure and consistent care for children. All children are making progress.

What steps need to be taken to improve provision further?

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

- develop further self-assessment procedures to establish measurable targets for improvement
- develop further the tracking of children progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff are knowledgeable about local safeguarding policies and have effective procedures in

place to manage any concerns they may have about children in their care. Staff are also appropriately vetted and are safe and suitable to work with young children. This means that children are safe and secure in the setting. The setting is clean and bright. The staff carry out daily safety checks and there are comprehensive risk assessments that are regularly reviewed. This ensures that the areas used by the children are safe. This means that children are able to move safely and freely around the building.

The manager is aware of some the setting's strengths and weaknesses. She continually looks for ways to improve the provision for the children and, to this end, sets herself some ambitious and appropriate targets. The setting has achieved the 'Quality in play award' and the manager has addressed previous actions and recommendations promptly and effectively. However, the manager agreed that some targets needed to be specific, with time scales to be more effective. She has worked with the staff to develop the assessing and recording process that tracks some of the children's progress whilst at the setting. This has improved the provision and opportunities for children to achieve improved outcomes.

Children are encouraged to complete a diary during school holidays with their parents and this is shared at the setting after the break. The staff form close working relationships with parents and carers. They obtain useful information about each child, such as their likes and dislikes and interests and abilities. This means that parents' wishes and children's individual needs are effectively met. The staff and parents share important information about their child's progress during daily handovers. This means that parents can become involved in their child's learning and that each child is well supported in making progress towards the early learning goals. Effective relationships with the local schools and Sure Start advisory service have enabled the staff to share planning and good practice to improve outcomes for children. These well-established relationships contribute well to supporting children's welfare and learning.

A good induction process establishes if children need extra support and parents receive all the setting's policies and procedures by email. The environment is well organised and accessible to the children. This means that they are able to thrive and make good progress in their development. Staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. An effective equal-opportunities policy is regularly reviewed and children with English as an additional language are supported. The setting is well resourced, with a variety of equipment that depicts people with different abilities and backgrounds. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Through discussions with the staff it is evident that children are guided to use the equipment safely and to clear up areas after use. The children feel safe and secure as they are encouraged to follow safe evacuation procedures. Children feel safe to

take appropriate risks when using the outdoor equipment and follow clear road safety guidance learnt during activities in the setting. Children's good health is promoted because the staff provide a clean and well-organised environment where children develop good independence with their personal care. For example, they know to wash their hands after using the toilet and before snack. There are good procedures in place for recording accidents and administering medication, which promotes children's good health.

The staff observe the children and they record their progress through pictures and comments and this is linked to the Early Years Foundation Stage. However, children's actual progress towards the early learning goals is less well tracked. This means that children are challenged less to reach their full potential. Children are making good progress in Communication, Language and Literacy, as the environment enables children to access a wide variety of books and there are many opportunities for children to write and record their learning. Children write suggestions of activities on the 'graffiti board'. The setting offers children access to use technology regularly, using some electronic equipment, such as game consoles and electronic toys. Through further discussion with the staff, problem solving reasoning and numeracy are embedded in all activities offered, especially during counting and sorting activities that the children take part in. Consequently, children are making good progress towards the early learning goals in all six areas of learning.

Through discussion with the staff it is evident that there is a clear behaviour policy. The children have made and displayed their own 'golden rules' which outlines expected behaviour in the setting and the staff give clear explanations and set appropriate boundaries. Furthermore, children are developing a respect for themselves and others and are learning about other cultures and beliefs. Children are encouraged to respect each other's things and to share and take turns. This is because the staff make effective use of books and activities to introduce new ideas and promote diversity. For example, the children enjoy making a Rabbit display for Chinese New Year and taking part in a tea party to celebrate the royal wedding. The staff also make effective use of books and activities to introduce new ideas and promote diversity.

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

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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