

# Explorers Link Club

Penketh South Community Primary School, Finlay Avenue, Penketh, WARRINGTON, WA5 2PN

<b>Inspection date</b>	02/11/2012
Previous inspection date	08/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff are committed to providing a play-based approach to the provision.
- Children have satisfactory opportunities to play and explore and make sound progress in their learning and development.
- Children have developed friendships with each other and the adults who work in the setting.
- Staff have a suitable understanding of their key role and responsibilities in safeguarding children.

### It is not yet good because

- Those in charge do not give enough attention to self-evaluation and monitoring to ensure all documentation is updated and accessible, and that quality is consistent across the setting.
- Links with schools that children attend are not yet strong enough to provide continuity in children's learning and development.
- There are some weaknesses in the quality of planning in relation to organising challenging and purposeful activities that link to children's interests and what they are learning at school.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play in both of the club's playrooms during the inspection.
- The inspector spoke with the provider and staff while they were involved with the children and during free time when children were playing independently.
- The inspector looked at children's individual files, the provider's self-evaluation and a range of other documentation.
- The inspector spoke to and took account of the views of children and two parents.

## Inspector

Hilary Boyd

## Full Report

### Information about the setting

Explorers Link Club has been registered since 2006. It is privately run and operates from the community room, school hall and the nursery classroom in Penketh South Community Primary School in Warrington. The club has full disabled access and facilities. There is a secure, fully enclosed playground for outdoor play.

The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The breakfast club and after school club operate weekdays during term time and is accessible to all children who attend Penketh South Community and St Vincent's Roman Catholic Primary Schools. The breakfast club opens at 7.45am to 8.45am. The after school club runs between 3pm and 6pm. The holiday play scheme opens at 8am to 6pm. The holiday play scheme welcomes children from the wider community. Children are able to attend for a variety of sessions. There are 82 on roll, of these 14 are within the early years age range. The setting also offers care to children aged over five years to 12 years.

A total of six staff, including the manager, are employed at the setting. Five staff hold National Vocational Qualifications at level 3 or an equivalent qualification. The club has achieved a Quality Assurance award through Play England and is a member of 4Children.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure written parental permission is gained for all children taking part in outings
- maintain records appropriately to ensure they are easily accessible, readily available and frequently reviewed so that they support the safe and efficient management of the setting and meet the needs of children.

#### **To further improve the quality of the early years provision the provider should:**

- share children's learning and development needs with their teachers and use this two-way flow of information to build upon and extend children's learning and development while they are in the setting
- help children to become more deeply involved in their learning by planning challenging and purposeful activities that are based on their individual interests and complement what they are learning at other settings
- improve management systems by ensuring self-evaluation and monitoring are robust and effective in maintaining consistency and driving forward quality improvements.

### **Inspection judgements**

### **How well the early years provision meets the needs of the range of children who attend**

Children from two different schools attend the provision and are pleased to meet together and share play experiences with each other. Links with these schools are in place, and staff and teachers do share information about children's well-being. However, they have yet to secure effective partnership working in relation to identifying how best they can support and extend children's individual learning and development. As a result, staff at the club are not familiar with what children are learning at school and so cannot complement this learning or ensure that they help individual children to make as much progress as they can.

Staff who work with children in the Early Years Foundation Stage are aware of the general areas of learning and development. They know children's starting points and have sufficient knowledge to support children appropriately and discuss developmental concerns with parents and the manager if necessary. Staff show a clear understanding of child development as they talk about the progress and interests of their key children. However, they miss opportunities to use this information effectively to extend and fully challenge children to learn more. This occasionally results in learning intentions that are not fully matched to children's individual interests and which sometimes lack sufficient challenge.

Overall, staff respond to children well. They provide resources which generally link to what children like to do, and plan activities based on their observations of children. The development of a resource book helps children to select toys and play equipment they want to use. Children have access to an outdoor play area, where they develop their physical skills using the apparatus provided or through a selection of resources that children can take outside. Children's learning and skills in communication and mathematical development is supported well and they enjoy games that involve opportunities to experiment with numbers and matching activities. For example, as staff erect the play tent to support a group of children in their play, they introduce a counting game where children count to a range of numbers. During holiday periods, children experience a theme-based approach to planning, involving a range of specific craft activities and outings to the local museum and the park. However, prior written parental consent for this type of outing is not consistently obtained.

Staff informally share information with parents about their observations of children's developing interests and their play experiences. During the settling in process, parents provide information about their children through contributing to the 'all about me' booklets. Children are also encouraged to contribute to this booklet as they complete it alongside staff; discussing their interests, favourite food and what they like to play with.

### **The contribution of the early years provision to the well-being of children**

Children who attend the provision are cared for in two playrooms within the host school. Younger children have free access to a range of resources set out in the nursery classroom. They happily choose activities with their peers, for example, playing with the

cars and creating a bridge. They then compete against each other by racing the cars to see which one can go the furthest distance. Older children create their own play experiences in the second playroom, where they independently select from a range of resources. These include air hockey, stencils, drawing, dressing up materials, books and construction toys. Children select from open-ended resources, for example, using large rolls of paper to create a large scale drawing of their school and the surrounding area.

Those staff who support children in the early years age range share the responsibility of the key person system between them. As a result, children settle quickly and their personal, social and emotional development is supported as they make friends and willingly join in group activities. Independence is promoted as children access snacks and help themselves to drinking water. Children demonstrate a clear understanding of simple hygiene and care routines. For example, they independently go to wash their hands before snacks. Staff ensure adult-to-child ratios are consistently maintained and this ensures that children are adequately supervised during play activities.

Relationships between staff and children are positive. Staff play alongside children when they want them to, and older children play together well, discussing their latest triumph on their technical game. Children behave well because staff offer support and praise and encourage children to understand the benefit of sharing resources and playing collaboratively with each other. Consequently, children are very polite and eagerly help set up resources or carry out simple tasks, such as handing out cups during snack time.

### **The effectiveness of the leadership and management of the early years provision**

The manager and staff demonstrate a sound knowledge and understanding of their safeguarding responsibilities. The majority of staff hold relevant qualifications and Criminal Records Bureau checks have been carried out on the whole staff team to ensure they are suitable to work with children. Staff are clear about their responsibility to act upon any concerns about children's welfare and know the correct local procedures to follow. The provision is secure, with visitors gaining access through the secure entrance at the front of the school site and parents collecting children from a separate entrance at the rear of the building.

Staff work in partnership with the manager, who is also the registered person. They meet as a team to discuss practice and the provision meets most of the requirements of the revised Early Years Foundation Stage. Appraisals and informal discussions take place as staff discuss their performance with the manager. However, documentation is not always accessible and updated to reflect how the Early Years Foundation Stage has been implemented. Training needs are jointly identified and staff are encouraged to develop their knowledge. The manager recognises the need for both herself and the staff to improve their knowledge and understanding of the Early Years Foundation Stage.

Staff provide children with opportunities to develop by encouraging them to independently

select their own play experiences. They express a commitment to supporting children through a play-based approach and they informally plan activities to facilitate new play experiences. The environment in both playrooms encourages children to consider their own play experiences, although, staff do not draw all this information together in order to effectively plan learning intentions that will fully challenge and support all children.

Self-evaluation is carried out as the manager and staff team demonstrate a basic awareness of their strengths and weaknesses. Immediate priorities for improvement include updating the staff's knowledge and understanding of the Early Years Foundation Stage and developing the playroom in the nursery classroom. However, the self-evaluation process is not yet robust and there is a lack of attention paid to monitoring existing practice to ensure that good quality is consistently maintained across the whole setting.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY394947
<b>Local authority</b>	Warrington
<b>Inspection number</b>	889954
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Linda Anne Lowe
<b>Date of previous inspection</b>	08/12/2009
<b>Telephone number</b>	07759 310 435

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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