

The Ivy Link

Ivy Street, Runcorn, Cheshire, WA7 5NZ

Inspection date

10/12/2012

Previous inspection date

26/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are supported to acquire good communication and language skills, develop their physical, social and personal skills and therefore, all children make good individual progress in their learning.
- Staff make very clear their expectations for children's behaviour, encouraging them to take responsibility for their own behaviour by devising rules and games that develop their ability to be kind towards others and take turns.
- The key person system is effectively planned to support children to settle quickly, develop new friendships and gain independence.
- Staff work hard to forge good links with parents and the schools that children attend, so that they are aware of children's welfare needs when they arrive at the club and in order to offer experiences that complement their school day.

It is not yet outstanding because

- Reflective practice and self-evaluation does not fully identify the setting's strengths and priorities for development that will improve the quality of outcomes for all children.
- Daily checks are carried out to ensure the safety of the environment, however, the process does not clearly identify risks for all areas or while on outings.

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 sampled documentation in relation to children's progress, policies and procedures, and a range of other documentation.
- The inspector spoke with the manager, practitioners and children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector observed activities in a single classroom and a small outside courtyard.

Inspector

Linda Shore

Full Report

Information about the setting

The Ivy Link was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Runcorn area of Cheshire. The club serves several schools in the local area and is accessible to all children. It operates from 3pm to 6pm during term time and 7.30am to 6pm during school holidays. There is a fully enclosed area available for outdoor play,

which has recently been extended and upgraded.

The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the manager is qualified to level 4. Children attend for a variety of sessions. There are currently 60 children on roll, of these 11 are in the early years age range. The club receives support from the local early years advisory team and participates in local link meetings where they share good practice.

What the setting needs to do to improve further

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

- develop written risk assessments to cover different types of outings to ensure: children's safety; consistency in staff practice; evidence of risk management can be provided
- develop self-evaluation and include the views of staff, parents and children, in order to identify targets for further improvement and fully enhance outcomes for children.

Inspection judgements

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

Children clearly enjoy learning through play in the calm and purposeful atmosphere of the club and caring and enthusiastic staff use good interactive skills. These have a positive impact upon children's learning and development, so that children make good progress across a wide range of skills. Children's behaviour is very good and self-regulated. Activities and resources provide a wide variety of experiences that interest and arouse curiosity in children of all ages and complement their school day.

Staff demonstrate good knowledge of how to promote the learning and development of children as they engage them in games and activities that challenge and extend their learning. Staff intervene skilfully when necessary to provoke their thinking and imaginations fully. They are able to tailor activities to suit the children's abilities very successfully, with the oldest and youngest children all participating in games devised by staff. For example, the card matching 'caring sharing game' promotes mathematical development for children of all ages and stages with colour and shape recognition and calculation. The game also promotes a sense of team play and community. Planning and assessment takes place in collaboration with management in regular meetings that acknowledges information provided by the schools that children attend. Children

contribute to the planning giving them a sense of ownership of their own learning. This ensures activities are based on their interests increasing the effectiveness of learning.

The key person system is successful in forming links with parents and ensuring that children's needs are met. Daily discussion takes place on collection and this means that parents are well informed about their child's activities and their successes are celebrated. Parents speak highly of the staff and the key person system. They feel confident that their children are being cared for and their needs met very well. Staff work in close partnership with surrounding schools to support children's transition to the club and there are very effective systems in place to complement children's learning at school. Excellent partnerships have been established that have supported the children's learning while attending the club. For example, the staff discussed with the school how they could jointly support children's writing, letters and numbers. As a result, children are now progressing well in literacy and mathematics.

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

Children have daily access to outside play where they have the opportunity to play team games and test their physical abilities on a range of stimulating equipment in the newly upgraded outdoor play area. This helps children to gain an understanding of the need for physical exercise, which is supported by well-trained experienced staff. Children are able to choose their own snacks and sit together to eat and socialise. This means that children are learning to be independent and make choices as part of a healthy lifestyle.

Effective systems are in place to ensure that children soon settle and feel secure at the club. For example, taster sessions and a buddy system, help younger children to quickly learn routines. The very strong key person system is also central to this process and steps are taken to build relationships even before the children start at the club. These strategies ensure that children form strong attachments, broaden their social networks and offer consistency and support at transition times. Staff act as good role models and work well as a team to ensure children's safety and welfare is supported at all times. Staff encourage children to be fully independent and put strategies in place to enable them to take responsibility for their own and others well-being. This raises self-esteem and confidence to engage in active learning.

Children learn the importance of risk management well. For example, a recent trip to the fire station taught the children about the importance of having a fire plan in case of emergency. Their learning was consolidated with supporting activities at the club and the message was carried home, inspiring some parents to put in a fire plan at home. This means that children have a greater understanding of staying safe and develop skills they can transfer to other situations in life.

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

The setting does not yet have a formal self-evaluation process in place, however, the management team is confident in identifying strengths and weaknesses. They show commitment and drive to improve and have a history of development since the last inspection. For example, they have secured funding to dramatically upgrade and improve the outdoor play area. The work is now complete and children benefit from play, exploration and planting in all weathers.

The management team attends regular 'Link Network' meetings with other settings and local authority advisors to share good practice, stay up to date and discuss common problems. This is well used by management to identify areas for development. However, a systematic approach to monitoring and planning for the future, taking account of the views of staff, parents and children, is not in place. Consequently, self-evaluation and monitoring are not wholly effective under the present system to fully secure improvement.

Policies and procedures, which support children's health, safety and well-being are well written and understood by staff and parents. Daily checks are carried out to ensure that the safety of the environment, however, the process does not clearly identify risks for all areas or while on outings.

Staff fully understand their responsibilities to safeguard children in their care. All staff are subject to a Criminal Records Bureau check and complete safeguarding children training as part of a rigorous initial induction procedure and ongoing professional development. Staff are aware of the procedures to take, should they have a concern about a child. All staff have completed first aid training, ensuring that children are protected in the case of accident or illness.

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
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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

Unique reference number	EY301598
Local authority	Halton
Inspection number	820237
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	60
Name of provider	Eileen Colette Histon
Date of previous inspection	26/01/2009
Telephone number	07984 851878

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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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