

Cotton Tail Links Club

Westbrook Old Hall Cp School, Old Hall Road, Old Hall, WARRINGTON, WA5 9QA

Inspection date

Previous inspection date

14/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 have access to a warm, welcoming and stimulating environment. They take an active interest in their surroundings and display high levels of independence as they engage happily in their chosen activities.
- Interactions with staff skilled in stimulating children's interests, give children experiences to extend and expand their imagination and learning.
- The key person system is effectively planned to support children to settle quickly, develop new friendships, and gain independence.
- A culture of support, coaching and teamwork amongst staff and management, ensures children benefit from a skilled and enthusiastic team.

It is not yet outstanding because

- Children do not have every opportunity to engage in chosen physical activities and move freely between indoors and outdoors in all weathers.
- There is scope to further develop self-evaluation as currently, parents' views about the setting are not sought in order to sharply focus improvements according to their needs.

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 activities in a single classroom, reception hall and outside play area.
- The inspector spoke with the provider, manager, practitioners and children.
- The inspector took account of the views of children, parents and carers spoken to on the day of the inspection.
- The inspector sampled some documentation in relation to children's progress, evidence of suitability of practitioners working within the setting and a range of other documentation.

Inspector

Linda Shore

Full Report

Information about the setting

The Cotton Tail Link Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Old Hall Community Primary School in Warrington. The club is accessible to all children.

The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one is currently working towards a qualification at level 3.

Opening hours are from 3pm to 6pm during term time only. The club accesses the fully enclosed school playground for outdoor play. Children attend for a variety of sessions. There are currently 59 children on roll, of these 12 are in the early years age range. The club receives support from the local authority and qualified teacher input from the nursery owned by the same provider.

What the setting needs to do to improve further

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

- extend self-evaluation to include the views of parents, to ensure that future improvements take full account of their needs and views
- provide as much opportunity as possible for children to move freely between indoors and outdoors in all weathers.

Inspection judgements

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

All children enter the club happily and confidently. They quickly find an activity and chat with their friends. Children choose resources and activities and initiate their own play. They have fun and socialise with friends. Therefore, the setting complements the children's structured day in school. A variety of activities and resources are available to the children to meet their needs after school hours. Planning is flexible and influenced by the children's choices, ideas and play preferences. Staff know children very well, and set out some toys which they know individual children will enjoy and support children's choices throughout the session.

Caring and enthusiastic staff use very 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, which effectively supports future learning. For example, children create a robot with cardboard and are skilfully guided to extend their imagination and learning with the addition of buttons, batteries and an on/off switch. After each step they are encouraged to think, be creative and make suggestions. Children's behaviour is very good and self-regulated and any minor issues are dealt with appropriately by staff.

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 link in to children's school learning and extend this with play at the club. For example, following an activity in school where some children have made a cardboard cube in class, they decide to make up a game. Staff encourage them to complete the rules and then include other children as they played the game. This allows children to explain their own knowledge and ask questions of others, strengthening their emotional and creative development.

Daily discussion with parents takes place upon collection of the children and this means that parents are well informed about their child's activities and their successes are celebrated.

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

The key person system is successful in forming links with parents and ensuring that children's needs are met. 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.

Children have planned access to outdoor play where they have the opportunity to play team games and test their physical abilities on a range of stimulating equipment in the fully enclosed school outdoor play area. On the day of inspection the weather was poor and children did not have access the outdoor area. Children usually have access to outdoor play on a daily basis, however, the lack of opportunity for children to move freely between indoors and outdoors limit opportunities for children to freely engage in physical play in all weathers.

Effective systems are in place to ensure that children soon settle and feel secure at the club. 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 have high expectations of the children and encourage them to become independent, curious learners. As a result, children have high levels of self-esteem, are confident and communicate their feelings effectively. For example, they ask for help when they need it and manage their own personal care. Children are able to choose their own snacks from a colourful and inviting selection including crackers, cheese, tomatoes and chicken. They sit together to eat and socialise. This means children are learning to be independent and make choices as part of a healthy lifestyle.

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

The management team is confident in identifying strengths and weaknesses. They show commitment and drive to improve and demonstrate a history of development since registration. For example, staff and children have been consulted about the resources they would like in the outdoor play space. As a result, new equipment has been purchased that

stimulates children's interest and meets their learning needs. However, there is scope to extend self-evaluation to include the views of parents, so that future improvements are sharply focussed to match their needs.

The club is well promoted by the school and a positive partnership exists to ensure children's continuity of care. For example, a link person from the school conveys messages from teachers about the children's day and ensures all children have been handed over to club staff at the end of the school day. This means children's time in club compliments and supports the learning in school. Staff and management all have a good understanding of their roles and responsibilities for meeting children's learning and development requirements. The monitoring of activities in relation to the seven areas of learning are robust. This includes action planning to ensure that all children can progress towards the early learning goals and enjoy their time after school.

Policies and procedures which support children's health, safety and well-being are well written and understood by staff and parents. Staff fully understand their responsibilities to safeguard children in their care. They are aware of the procedures to take should they have a concern about a child. All staff are subject to a Criminal Records Bureau check and complete safeguarding children training as part of their on-going professional development. A culture of support, coaching and teamwork amongst staff and management ensures children benefit from a skilled and enthusiastic team.

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

Unique reference number	EY447890
Local authority	Warrington
Inspection number	806098
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	59
Name of provider	Kids on Top Ltd
Date of previous inspection	Not applicable
Telephone number	01925 224735

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a

copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

