

Hillview Link Club

Hillview School, Beechwood Avenue, Beechwood, RUNCORN, WA7 3HB

Inspection date	19/09/2013
Previous inspection date	13/10/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- There are insufficient staff on duty and security of the building is not sufficient to prevent access from the general public. References are not in place or the required Disclosure and Barring Service checks for every member of staff. Risks are not assessed for all children's outings. Therefore, children's safety and well-being are put at risk.
- Parents are not encouraged to share children's unique culture or starting points and ongoing observation and assessment of children's learning is weak and is not shared with other providers. Targeted support is not in place for children with special educational needs and/or disabilities. This means their learning and care needs are not always effectively supported.
- Required documents are not available for scrutiny. For example, the addresses and contact details of staff and all current insurance documents for cars used to transport children to and from school.
- There is no evidence that staff are supported in their professional development by having regular supervision or appraisals, as a result, some staff cannot always identify the behaviours of children that may indicate they need extra professional help, or put plans in place to offer targeted support.

It has the following strengths

- Children engage in regular group games with friendly staff and so learn to cooperate and take turns.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 staff and children engaged in activities.
- The inspector looked at children's learning records and enrolment forms.
- The inspector spoke with staff, children and parents at appropriate times during the inspection and held a meeting with the manager.
- The inspector examined a sample of organisational and health and safety documentation.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Hillview Link Club registered on the Early Years register, and on both the voluntary and compulsory parts of the Childcare Register in 2003. The club operates from a building at the rear of Hillview County Primary school in Runcorn, Cheshire. The club has sole use of the unit, which has two large rooms available for children's play. Enclosed areas are available for outdoor play activities. The out of school club serves children from Hillview and other local schools and is accessible to all children.

The setting employs six members of childcare staff. Of these, three hold appropriate play work qualifications at level 3 and two have level 6 qualifications. The setting is open for 50 weeks a year from Monday to Friday. The club opens from 7.30am to 8.55am and from 3pm to 6pm during term time, and from 7.30am to 5.55pm during school holidays. Children attend for a variety of sessions. There are currently 84 children attending, seven of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that the ratio requirements are met at all times to ensure children's safety and well-being are effectively promoted
- take all necessary steps to ensure children are kept safe, specifically, ensure that the site is secure and no one can enter the premises without the knowledge of staff on duty
- ensure that all staff have been subject to Disclosure and Barring Service checks prior to being left unsupervised with children. Record the disclosure number, date and who obtained it for every member of staff employed to care for children to ensure measures to maximise children's safety are in place
- ensure that documents are available for scrutiny by storing them securely on site. Specifically, ensure that current insurance documents are available to show cars used for transporting children are fully insured and the names, addresses and contact details of all staff are recorded and available
- ensure that all measures are taken to ensure staff are suitable to work with children and have the appropriate skills and experience required by; collecting references, establishing effective induction procedures and offering regular appraisals that identify areas of strength and areas for development, so that staff can more effectively meet the needs of individual children
- develop the information gathered from parents to include what they know about their child's development in order to identify each child's starting points and more effectively plan to help them make progress
- provide challenging and enjoyable experiences for children in all areas of learning by: exchanging learning and development information with schools; using robust observation and assessment of children's learning to identify their next steps and planning for individual children, taking account of their needs and the next steps in their learning
- ensure that all possible risks are assessed and the steps taken to minimise or manage them are identified for all outings children participate in, to promote their safety.

Inspection judgements

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

The club is inadequate as a number of aspects of meeting children's needs are weak. Assessment of children's learning and development is inconsistent and, as a result, some children do not receive enough support to help them make good progress. Children are not always observed by their key person and so there are sometimes no next steps in place to help children develop. When children are observed, there are often no evaluations made to identify correctly the stage of development a child has reached. Planning also does not identify activities or support for individual children; consequently, some children do not make the best possible progress in all areas of learning. This does not support their learning at school. Activities for children are based on pre-planned themes and organised days out over the summer, which children enjoy. Children say they also enjoy the regular activities provided, such as electronic games, painting and group games, such as bingo.

The information gathered from parents when children enrol includes their basic care needs. Additional information that would help staff to get to know children quickly is not asked for, such as the languages children speak or their faith or culture. Parents are not asked to share what their children can already do when they enrol. Consequently, staff cannot plan for children's learning as promptly as possible, as they take time to get to know each child well. Verbal information about the progress children are making is shared with parents informally on a day to day basis so they can continue to support their child's learning at home.

Staff use registration times well to support children's developing communication. They lead a 'show and tell' discussion, encouraging children to share their experiences from home. Children's self-esteem is boosted when they confidently tell the group about performing in a dancing competition, or that they are still waiting for a baby sibling to be born. Staff use these discussions to teach children about the wider world. For example, they ask if the snake a child has held, felt 'slimy' and explain that a snake's skin is dry to the touch. They ask how big the snake was and so help children to consider size and length.

Outdoors, staff play group games with children, teaching them the rules of the game and encouraging cooperation and turn taking. Children's physical skills are effectively promoted, as they try to throw and catch the ball during a circle game or kick and pass the ball during a football game. Playground apparatus and skateboards allow children to practise balancing. These challenging activities allow children to take considered risks in their play and to persist in acquiring the skills to become proficient.

Displays show a range of activities have been provided to help children learn about the wider world. For example, children's artwork shows they have enjoyed cooking and planting activities. Children say that during the summer they built dens and joined in face painting, which allowed them to be creative.

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

As a result of a number of breaches in the requirements of the Early Years Foundation Stage and the Childcare Register, the safety and well-being of children cannot be assured at all times. Insufficient staff are present during the inspection and the site is not always secure as doors to the building are left open when children play outside in the school playground. In addition, some staff have not been subject to the required checks that would ensure they are suitable to work with children. Older children confidently explain how they are kept safe at the club, they wear seat belts in the car and staff warn them about the dangers from moving cars during pick-up times. However, though children may feel safe while attending the club, the processes and procedures in place are too weak to ensure their safety.

Staff are warm and friendly, they are responsive to children, which children confirm when they say 'the staff listen to us'. Transitions are, generally, sound, new reception children have just started attending, after an initial settling-in visit with their parents. This means that key people have not yet been allocated and staff are still getting to know children so do not know all of their needs. However, children appear happy and engaged in play and seek staff out when they need help or support. Club staff exchange information with school staff at collection time and pass this on to parents. As a result, the transition between school, club and home are usually smooth. Resources are plentiful and are stored at low level so that children can access them independently. Additional resources are available in a large storage container in the playground.

Staff gently remind children to play safely and praise kind behaviour. They model good manners, saying 'please' and 'thank you' to children. As a result, children are, generally, well behaved. However, when some children display challenging behaviour, staff do not always put plans in place to effectively support them, so that such behaviour can be minimised. In addition, staff have not considered if some types of behaviour could indicate a child might need more specialist support. When children do have a special educational needs and/or disabilities, too little information is gathered to ensure that personalised support for their learning is in place. Therefore, they do not make good progress. Younger children are learning to become independent. They wash their hands before snack and help to tidy away afterwards. They join in games where they learn to take turns and can cooperate in their play. Consequently, they are continuing to develop the skills which help them to participate in school life.

The snack offered during the inspection was a bag of crisps and slices of banana. However, snacks are usually healthier, with fresh fruit being offered every day. Regular play outdoors allows children to be energetic and get plenty of fresh air. This, alongside topics, such as 'healthy bodies', help children to learn about and develop the habits which contribute to a healthy lifestyle.

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

This inspection was brought forward as a result of previous concerns regarding the security of the site, supervision of children and the ratios of staff to children. During the inspection the inspector found that insufficient staff were on duty between 3.15pm and 4.15 pm to meet the requirements of the Early Years Foundation Stage or the Childcare Register. In addition, when some children play outside, the doors to the building are left open. Consequently, the building is not fully secured. In addition, the deployment of staff during the summer holiday club is not always effective in ensuring all children can be adequately supervised. As a result, the safety and well-being of children cannot be assured.

The environment is, generally, safe, staff check each room first thing in the morning for any potential risks to children. Staff have first aid certificates and record accidents appropriately. However, the manager has not fully considered all the possible risks to children on outings during the summer holiday club; this poses additional risks to children and is a further breach of requirements. Staff have a sound understanding of safeguarding procedures, they can identify possible signs of abuse and know who to contact should they have concerns.

Methods to monitor the effectiveness of children's learning and development are weak. Inconsistencies in the observation and assessment of children's learning mean that some children have not been observed for some time and children have not been assessed robustly. Consequently, these children do not get appropriate support to help them make progress or to meet their needs. In particular, children with challenging behaviour are not always effectively supported.

Many of the records required to be kept on site are unavailable during the inspection. For example, the addresses and contact details of staff, current insurance certificates for vehicles used to pick children up from school and documents relating to the safe recruitment and performance management of staff. Consequently, these documents cannot be scrutinised to prove the club is meeting all the requirements to ensure children are safeguarded effectively. The manager has recorded the numbers of the Disclosure and Barring Service checks for most staff, but not the dates they were obtained and by whom. In addition, there is no documentation to prove this check has been completed for one member of staff who was unsupervised when picking up children from school. This is a further breach of requirements and potentially puts children at risk, as there is no evidence that the suitability of staff has been checked. Additional recruitment information, such as interview questions, references and induction procedures, are not in place or are unavailable.

Parents say they are happy they are with the service provided and that their children enjoy coming to the club. There is a notice board for parents so that significant information can be shared. In addition, staff take the opportunity to chat to parents when they collect children and let them know how they have been. Information about younger children's progress is also shared with parents verbally on a day to day basis. Staff relay significant information from school staff, such as any accidents children have had and also ensure letters are passed on to parents. However, there is no regular exchange of learning and development information with the schools children attend. As a result, opportunities to continue to build on what children can do, or are learning at school, are not always

developed. In addition, although staff have an understanding of the benefit of working in partnerships with other agencies, such as health professionals, they have been unable to obtain any specific guidance to support individual children's progress. As a result, there are no targeted learning plans in place for children with special educational needs and/or disabilities.

The manager and staff ask children for their views to help them evaluate their practice, alongside the views of staff, gathered from informal discussion and staff meetings. Action plans are in place, which identify some areas for improvement. For example, the club plans to update the enrolment forms to ensure all relevant information about children is recorded which will help them to more effectively meet the needs of every child.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that for every eight children for whom childcare is being provided, at least one person who has attained the age of 18 cares for them (compulsory part of the Childcare Register)
- ensure that any person caring for children is subject to an enhanced Disclosure and Barring service check and has the skills and experience suitable for working with children (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of the person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that a record of the name, home address and telephone number of every person working on the premises on which childcare is provided, is kept (compulsory part of the Childcare Register)
- ensure that any person caring for children is subject to an enhanced Disclosure and Barring service check and has the skills and experience suitable for working with children (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of the person who is caring for children on the premises (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)

- ensure that a record of the name, home address and telephone number of every person working on the premises on which childcare is provided, is kept (voluntary part of the Childcare Register).

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 action. 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	EY258892
Local authority	Halton
Inspection number	932694
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	84
Name of provider	Eileen Colette Histon
Date of previous inspection	13/10/2009
Telephone number	01928797584 & 07984851878

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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, which are usually the childminder's 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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