

# The Grange Link Club

The Grange School, Latham Avenue, RUNCORN, Cheshire, WA7 5DX

## Inspection date

Previous inspection date

03/10/2013

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 are provided with a wide range of interesting and age-appropriate activities and experiences to support their learning through play.
- Close links with the attached school that children attend enable both settings to share information about children's progress and work together to enhance learning opportunities for children.
- Children enjoy their time in the setting, engaging effectively with knowledgeable and caring staff, who support them in making good progress in their learning and development.
- There are positive relationships with parents and other providers, ensuring good information sharing about children's care, learning and development. This helps to make a smooth transition for children when they go to school.

### It is not yet outstanding because

- Children do not always have opportunities to prepare and serve their food and pour their drinks to further enhance their good self-care skills
- There is scope for further enhancements to displays, to improve access for children, so they can be reminded of what they have experienced.

## 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 looked at a sample of children's learning journals, planning documentation and operational files consisting of policies, risk assessments and staff qualifications and suitability documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection.
- The inspector observed children's play and staff interaction.
- The inspector talked with available staff and held discussions with the manager.

## Inspector

Rachel Deputy

## Full Report

### Information about the setting

The Grange Link Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in The Grange school in Runcorn and operates from a large hall. It is owned and managed by an individual. The club serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two are currently working towards a qualification.

The club is open Monday to Friday, all year round, except bank holidays and a week at Christmas. During term time, sessions are from 8am until 9am and 3pm until 6pm and during the school holidays 8am until 6pm. Children attend for a variety of sessions.

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

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

- review and further enhance the learning environment to support children's independence and self-esteem further by providing opportunities for children to display their own work
  
- provide more opportunities for children to prepare and serve their food and pour their drinks, to further promote the development of their independence and self-care skills.

## Inspection judgements

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

Staff demonstrate a good knowledge of the learning and development requirements, as well as how children learn through play. They provide a variety of exciting activities and opportunities to promote children's learning and development, such as visits to the park where they develop their physical skills, for example, climbing and balancing. Good quality information is obtained from parents and teachers about what children can already do and what they know. This means that staff are able to plan effectively for the next steps in children's learning. Initial assessments linked to areas of learning and development are carried out by staff, which enable them to track individual children's progress. Key persons record children's achievements, using photographs in their learning journals that are readily available to parents. Children are regularly observed and assessed to ensure that

they make good progress across all areas of learning and development.

Children are active learners and remain focused and absorbed in their play. Staff are sensitive to children's needs and understand that they may be tired after a long day at school. Children enjoy lounging on large cushions and reading books when they feel that they need to rest. They demonstrate that they are learning to care for others as older children read to younger children. Children develop their understanding of the natural world as they visit places, such as the zoo and local parks. They use a range of technology to support their learning. For example, they take photographs of the models they make using various construction sets. Staff teach the children about different cultures and celebrations, such as Chinese New Year and Easter. They interact with the children at playing snooker in teams and congratulate them on their developing skills. Younger children enjoy lots of craft activities, such as painting and drawing. During their play, the staff encourage the children to count how many objects they have and whether containers are full or empty, extending their knowledge and use of numbers. They work together to complete jigsaw puzzles, developing their understanding of shape and size. Children use their imagination as they play with the farm animals and train tracks. This helps children develop key skills and become ready for their next stage in learning and for school.

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

Children settle well at this friendly and welcoming out of school club due to the flexible settling-in methods adopted by the staff. For example, children are encouraged to choose their own key person based on who they feel the most comfortable with. This helps to ensure that strong relationships are quickly established. Parents and their children's key persons develop effective ways of sharing information about children's routines and individual needs. For example, they complete an 'all About 'Me' booklet with their children at home before they start at the setting. This supports children well during their transitions from home to the setting. Children settle happily because staff know them well and understand what is important to them. The good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with their key person and other staff.

Children demonstrate high levels of confidence and self-esteem as they move freely around the setting. They cooperate with peers and are keen to share their activities with staff and other adults. Children are learning to negotiate with peers and share and take turns in their play, which helps them to feel safe. However, there are limited opportunities for children's artwork and early attempts at writing to be put on display to boost children's self-esteem. Areas for children to display their own work are not always well developed. As yet, the setting has not reached an agreement with the school about where artwork can be displayed. This means that children's independence and self-esteem are, sometimes, not as well promoted as possible. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised and their efforts are acknowledged appropriately. Staff support children well, so they understand the importance of basic personal hygiene. Children develop some self-care skills, for example, washing their hands before they eat and after using the toilet. However, there is scope to provide greater opportunities to promote

children's independence, such as encouraging them to pour their own drink, choose their own condiments and serve themselves at mealtimes.

There is a well-resourced and stimulating environment both inside and outside for children of all ages. Children are happy and confident and enjoy exploring all of the resources and selecting their preferred toys. They know that they are able to request toys and equipment if it has not been put out for them. For example, when the dolls are all being played with, younger children confidently ask staff to get out some more. This means that their individual interests are met, so they are fully engaged in play.

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

Practitioners have a clear understanding of their responsibilities with regard to safeguarding. They confidently explain procedures to follow should they have any concerns about children in their care. They demonstrate good safeguarding awareness as they know how to record accidents and incidents. The owner and manager ensure that all practitioners are suitable to work with children and follow a rigorous recruitment procedure. Practitioners ensure children are kept safe at all times and visitors are required to produce identification and sign into a visitor's book. All staff are clear about their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage and regularly reflect on their practice through the use of self-evaluation.

Effective induction systems ensure that staff are clear about the policies and procedures within the setting. Appraisals are undertaken annually to monitor the continued professional development and training needs of staff. The manager has recently begun to undertake staff supervision sessions to further support their practice and professional development. Regular team meetings and training also effectively support staff well in their daily work with the children. The manager has good systems in place to monitor children's progress by sampling learning journals to oversee the quality of assessment and planning for their individual learning needs.

Partnerships with parents are good because the staff have formed very good relationships with them. Parents are encouraged to contribute to children's ongoing progress and next steps in learning through regular support at home. Parents' report that they are extremely happy with the setting because the staff are very experienced, welcoming and friendly. Therefore, they feel assured that their children are happy and settled.

Partnerships with other professionals are strong and help to drive improvement at the setting. For example, the manager seeks advice and guidance from the local authority and completes regular audits to identify areas requiring improvement. The links with the attached school are effective in ensuring that all children are well supported in their transitions. For example, staff complement children's learning because they regularly communicate with the teachers to share information about plans for children's next steps for learning. They have recently met with reception class teachers to learn about how they can further support children with the phonetic language programme recently introduced by the school. This all ensures that a shared approach to children's learning is fully

embedded and they benefit from seamless transitions, which means that they are fully prepared for the next stage in their learning.

### **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 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

<b>Unique reference number</b>	EY460239
<b>Local authority</b>	Halton
<b>Inspection number</b>	912029
<b>Type of provision</b>	Out of school provision
<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>	47
<b>Name of provider</b>	Tracy Elizabeth Kay
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07984817350

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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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