

Fun Out Of School Linkclub

Penketh Community High School, Heath Road, Penketh, Warrington, Cheshire, WA5 2BY

Inspection date	25/11/2013
Previous inspection date	17/09/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	3 Not Met
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 requires improvement

- Practitioners develop positive relationships with parents and children. Parents comment they are pleased with the provision and the range of information provided to them.
- Children benefit from a warm and welcoming environment. As a result, they are enthusiastic about coming to the club, where they socialise with a wide range of children and have fun.
- Children have access to lots of information and communication technology equipment and other facilities inside the school in which they are based. As a result, they are confident when using this equipment.

It is not yet good because

- What children learn in school time is not well complemented by the setting. Consequently, important information about children's learning is not shared.
- There is little emphasis placed on teaching children to understand and manage their own risks, for example, in the outdoor environment. As a result, there is a high volume of accidents occurring while children play outdoors.
- Due to the rigid routine, it is often too dark for children to play outside after snack. Consequently, children do not access the outdoors each session.
- The food served is high in carbohydrates and does not contain a healthy balance of differing food groups.

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 spoke to the manager and practitioners and chatted to children and parents throughout the inspection.
- The inspector looked at the setting's policies and procedures, including safeguarding, and sampled practitioners' files and children's records.
- The inspector conducted a joint observation with the setting's manager.
- The inspector observed interactions between practitioners and children throughout the inspection.

Inspector

Jenna Geggie

Full report

Information about the setting

Fun Out Of School Linkclub was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by the setting owner and is situated within the grounds of Penketh Community High School, Warrington. The children use a large classroom and have access to the facilities in the school, including ICT suites and drama studios. Most of the children attending are from neighbouring primary schools, and staff collect them at the end of the school day. The setting also offers holiday activities in the main school holidays and a breakfast club depending on the demand for such facilities. Children have use of a main playroom and there is access to outdoor play using the grounds within the school.

There are currently 34 children on roll, four of whom are in the early years age range. The setting is open every weekday from 3.30pm to 6pm for 44 weeks of the year. It employs four members of staff, including the manager. All staff hold appropriate childcare qualifications, with two staff being qualified at level 2 and two qualified at level 3. The setting receives support from the local authority.

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 setting complements the learning which takes place at settings in which children spend more time
- take action to minimise the risk to children in relation to the uneven outdoor surface by placing emphasis on developing children's understanding of how to keep themselves safe while being physical outdoors.

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

- monitor routines more effectively, particularly with regard to snack times and outdoor play times, so that routines are more flexible, meeting the needs of children at various times of the year
- develop ways in which staff can make the most of teaching opportunities as children play, in order to extend children's thinking and provide sufficient challenge
- reflect on and further develop the setting's menu to incorporate a larger variety of food groups to ensure children have a healthy balance of nutritious snacks.

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

The manager and her team demonstrate a suitable knowledge of the Early Years Foundation Stage framework and are generally aware of how to promote the learning and development of the children. Children are welcomed into a warm and welcoming environment in which they are occupied throughout the session. As a result, they look forward to attending the setting and enjoy their time spent there.

Mostly, play is purposeful and child-initiated. Children have the freedom to explore the environment and to choose their own play. Practitioners plan activities for children on a weekly basis, and these are generally fun and stimulating for children. However, important information about children's learning is not currently shared with the two neighbouring schools which children attend. Plans are in place for sharing information about children's learning and development in the near future. However, this is not yet embedded in the setting's day-to-day practices. Consequently, the setting is currently unable to complement learning which takes place at settings in which children spend more time.

Children are active learners and display the characteristics of effective learning during

play. They enjoy activities, such as alphabet jigsaws, and are totally engaged as they problem solve to make the pieces fit correctly. Children show curiosity and involvement in play, and they make links to work things out for themselves. At times, practitioners join in, engage with them and show interest in their play. However the quality of teaching is variable throughout the setting. Some practitioners have a sound understanding of how to support children's learning and development, whereas others do not always purposefully engage with children and so miss opportunities to challenge them. Questions asked of children are sometimes closed, and opportunities for extending thinking are sometimes missed. As a result, not all children are challenged enough and learning potential is not maximised.

Children's understanding of diversity is promoted in this setting as they learn about different religions and cultural events. There are a range of multicultural books throughout the setting containing large, colourful photographs of different religious festivals for children to look at and learn from. The setting has increased their range of resources to promote children's creativity and imaginative skills. For example, the home corner contains real-life objects from around the home, such as cereal packets, tins and plastic jars, to support children's role play and imagination. Children use these resources to pretend they are in the supermarket and talk about the prices of objects. This supports children's concept of the wider world and imaginative skills. Children make appropriate progress in their personal, social and emotional development as they engage in play with one another and enjoy forming relationships with other children from different age groups. Older children show younger ones how to do things and guide them into achieving their goal. For example, one child shows a younger child how to complete a computer program successfully. Younger children model the behaviours of older children and learn from interacting with them. For example, the youngest child negotiates turn taking by telling the other child that he can have a go 'once I've completed this level'. Children have access to the school's nine information and communication technology suites, and frequently visit them. This is evident as children complete computer programs with ease and talk about the different computer games they like to play.

Parents are welcomed warmly into the setting and their input is valued. There is a good daily exchange of information using technology, such as emails and text messages, to keep parents well informed of what is going on in the setting, and parents are pleased with the service they receive.

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

Children happily arrive at the setting and demonstrate they are familiar with using hand sanitiser before entering. This helps to keep children healthy and encourages them to understand the need to maintain healthy routines. Children develop positive relationships with their key person and with other practitioners and their friends. As a result, they settle quickly, behave well and form secure emotional attachments. Practitioners obtain some relevant information from parents about their child during the initial registration about children's likes and dislikes. This supports children's transition into the setting and helps practitioners get to know children better.

Children are encouraged to develop their own menu and practitioners give children choice of what they want at snack time. However, many of the meals are high in carbohydrates and low in protein. For example, the menu consists of pasta, crackers, noodles, waffles and crumpets. Consequently, children are not having a good enough balance of nutritious food groups needed to support healthy development. With that said, fruit and water is offered throughout the session and children decide for themselves if they prefer to have sugar-free fruit juice or water. The daily routine follows the same pattern each day and these routines are structured and have not been reflected upon. For example, snack time always takes place as soon as children arrive at the setting, which means by the time children come to play outdoors in the winter months, it is too dark for this to happen. In addition, snack time often takes much too long and younger children become very restless and disengaged during these times. After snack time, all children help to clean the table and put away their chairs, and they are encouraged to contribute at tidy-up time. This encourages children to do things for themselves and have an understanding of why it is important to contribute as a team to reach a goal. The manager is the designated person responsible for monitoring behaviour in the setting. She has received behaviour management training and is capable of disseminating this information to her team if needed. The manager demonstrates her understanding of promoting positive behaviour and also appropriately challenging negative behaviours through positive reinforcement.

Children benefit from a large outdoor play area where they can be physical and enjoy fresh air. However, the concrete floor surface is uneven in places and there are a high volume of accidents occurring outdoors. Although risk assessments are in place, children are not effectively taught about how to minimise risks to themselves while playing outdoors by developing their understanding of taking risks safely and moving around on uneven surfaces. Consequently, most accidents take place outdoors as a result of children running and falling on the uneven concrete surface. With that said, there is a grassed area which contains plenty of resources to enable children to explore their physical skills and learn about the importance of exercise. There are tyre swings, a bridge and embedded logs for children to negotiate themselves over and further develop their moving and handling skills.

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

Practitioners demonstrate an adequate knowledge of the setting's safeguarding procedures and how to keep children safe from harm. For example, practitioners lock the classroom door once children are safely inside, and a record of children's attendance is kept and regularly checked. Suitable procedures for recruitment and vetting are in place, which helps to ensure that all practitioners are suitable to work with children. The manager has devised an induction questionnaire which demonstrates her approach to testing practitioners' knowledge after they have received induction training. She then uses the information given to assess the level of understanding and target any gaps in knowledge. This is an effective way of ensuring practitioners understand the setting's policies and procedures, and that practitioners are suitable and capable to begin working with children. All practitioners have received local authority approved first aid training. This contributes to keeping children safe from harm and equips practitioners to

appropriately deal with any incidents which may occur.

Practitioners receive supervision and appraisals to support their professional development, and a training plan is in place. However, some inconsistencies in practice have not yet been addressed. This means that some practitioners have a better understanding of how to support children's learning and development than others. While the manager can identify weaker practice, systems are not fully embedded to develop ways in which practitioners can make the most of teaching opportunities to enhance and extend children's learning and development. The manager demonstrates areas of practice that have been reflected upon and developed since the setting's last inspection. Previous actions and recommendations have been addressed. For example, a complaints record and written risk assessments are now in place and the setting has moved premises in favour of a safer premises for the children. The manager demonstrates a vision for further improvement and evaluates the effectiveness of the setting honestly and accurately.

Parents are kept well informed of the activities their children take part in at the setting, and they are pleased with the service they receive. They feel their input is valued and they are made to feel welcome. The manager recognises the importance of working in partnership with other agencies to help support children's learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY300320
Local authority	Warrington
Inspection number	940053
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	34
Name of provider	Linda Ann Kelsey
Date of previous inspection	17/09/2010
Telephone number	07878 732370

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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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