

# Helsby Link club

Helsby Hillside Primary School, Bates Lane, FRODSHAM, WA6 9LN

<b>Inspection date</b>	29/04/2014
Previous inspection date	29/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The club is busy and popular with children and parents. Staff create a caring, welcoming and familiar environment for children, which helps them to feel happy and safe.
- Safeguarding arrangements are adequate and staff know how to protect children from harm. Relationships with parents are friendly and information about children is exchanged informally.
- Children benefit from regular access to outdoor play, which supports their physical health and well-being.

### It is not yet good because

- Practice is variable because the requirements of the Early Years Foundation Stage are not fully understood or consistently implemented. Consequently, activities are not yet well-planned to meet the needs of younger children.
- Management systems are not rigorous enough, which leads to some gaps in the accessibility of records and the monitoring of staff performance.
- Arrangements at snack time do not fully promote children's independence or provide opportunities for children to sit and chat with staff.

## 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 activities in the school hall and outside play areas and informally carried out joint observations with the manager.
- The inspector spoke with staff, children and parents and held a meeting with the manager.
- The inspector checked evidence of staff suitability and sampled records that were accessible during the inspection.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Jan Linsdell

## Full report

### Information about the setting

Helsby Link club was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from Hillside Primary School in Frodsham and is owned and managed by a private individual. Children have access to the school hall, two classrooms and the school grounds for outdoor play. The club serves children attending the host school and is accessible to all children. The club employs seven members of childcare staff, all of whom hold appropriate early years qualifications, including two at level 2, four at level 3 and one with Qualified Teacher Status. The club opens Monday to Friday, from 7.45am to 8.55am and 3.15pm until 6pm, term time only. Children attend for a variety of sessions. There are currently six children attending, who are in the early years age group.

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

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

- improve the quality of teaching and learning by: making better use of the Statutory framework for the Early Years Foundation Stage learning and development requirements, to guide and support children's play and learning; planning challenging activities that take into account the individual needs, interests and stage of development of younger children
- ensure all required records are easily accessible and available for inspection, for instance, staff qualifications and written policies and procedures.

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

- develop more robust systems for monitoring staff performance, to improve consistency in practice and to help staff gain a better understanding of their role in promoting children's learning and development
- review care practices at snack time to create a less formal and more sociable experience for children, so that they can further develop their independence and talk with adults.

## Inspection judgements

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

Overall, children have fun and enjoy their time in the club. Their physical development is well-promoted as staff encourage them to play outside as much as possible. For instance, children join in with games, such as, skipping, football and cricket. They also show motivation to test their abilities on the 'trim trail'. Younger children particularly enjoy dressing-up, as they pretend to be their favourite superhero in the quiet garden area. This encourages their imagination and free expression. Staff organise the school hall with an adequate selection of resources and table top activities to support children's interests, including paper and writing materials, small world resources and fabrics to encourage den building. Children also have access to the school computer suite, which helps to promote their understanding of technology. They enjoy their time at the club and activities complement those offered in the classroom, so children are suitably rested and well-prepared for school the next day.

On the whole, staff's teaching skills are adequate, but not yet good. This is mainly because staff are not using the Statutory framework for the Early Years Foundation Stage to help guide children's learning and development. Staff talk to children and encourage conversations, which supports their communication skills. However, some staff are merely involved in supervising activities, rather than purposefully interacting with children to fully support and extend their learning. The specific needs of younger children are not always fully considered. As a result, activities are not consistently planned to meet their individual interests and next steps in learning, in order to help them make better progress.

The provider is the manager of the club and she takes responsibility for children in the early years age range. She has positive links with the school, which contributes to children's learning. For example, she attends the reception class on a weekly basis to support children with reading. This promotes continuity for children and provides an opportunity for her to see what children are doing in school. She also shares some examples of children's writing, in order to contribute to the teacher's assessments of children. Engagement with parents is sound and relationships are friendly. Informal arrangements are in place to share information and staff make sure that important messages are passed on from school. Parents comment that they receive the 'right level of feedback about children'.

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

The manager acts as key person to younger children in the early years age range. She gets to know children's needs by talking to them and their parents about their likes and dislikes. To help younger children settle in, staff make sure their favourite resources are set out for them when they arrive. Overall, children develop strong bonds with staff. This is echoed by parents, who say that staff have 'very good relationships with children' and children 'love coming to club'. A number of staff also work in the school, which provides continuity for children and further contributes to their emotional well-being and sense of security. Children say staff are 'kind and help us out' and they talk confidently about who they would go to if they were worried.

A suitable range of resources and activities are set out for children's arrival and children

can help themselves to additional resources from the cupboards. This enables children to make some independent choices. Staff acknowledge children's efforts and provide sufficient praise, for instance, for using good manners. This helps to promote children's confidence and self-esteem. Children display positive behaviour in the club. They play cooperatively together and form friendships with one another. Children understand expectations regarding their behaviour as they talk about the need to take turns and help to tidy up.

Children have good opportunities to exercise in the school grounds, which contributes to maintaining their physical health and well-being. They manage their own personal hygiene needs and staff check that their hands are clean and dry before they eat their snack. The organisation of snack time is a bit too formal. For example, children form a queue and wait to be served their snack through the school kitchen hatch. This prevents staff from creating a more relaxed and sociable experience, where they can sit and chat with children and encourage them to help themselves to the food and drink on offer. Children show some awareness of the boundaries in place to keep them safe, such as not walking around with food in their mouth in case they choke.

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

Appropriate recruitment and vetting procedures are in place to help ensure the suitability of staff. Children's safety is assured through adequate supervision and generally safe practices and procedures, such as when collecting children from school. Staff have a suitable understanding of their safeguarding responsibilities. They know who they need to contact to report any concerns about children's welfare and the majority of staff have attended basic child protection training. This contributes to keeping children safe from harm.

The manager shows some awareness of her responsibility to meet legal requirements, but admits that she has not been proactive enough to ensure these are rigorously met. Consequently, there are some breaches in requirements but, overall, this is not having a significant impact on children's care and learning. For example, evidence of staff qualifications and written policies and procedures are not kept on the premises and therefore, not available for inspection. The manager works alongside staff and monitors their performance informally. She recognises that there are some inconsistencies in the quality of practice and she knows what she needs to do to put things right. The manager has enabled some staff to undergo formal training to achieve a recognised qualification, but she has not effectively monitored the impact of this training on practice. As a result, teaching skills within the team are variable.

The manager is mainly aware of the strengths and weakness of the club. Self-evaluation is informal, based on general discussions and feedback from parents, children and staff. Links with the host school are strong and help to support children's care and learning. Suitable partnership working with parents is also in place. Parents express positive comments about the club and say 'children usually moan if I come early to pick them up'.

They speak highly about the manager and her flexibility in accommodating their needs.

### **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

<b>Unique reference number</b>	EY338901
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	873341
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	42
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Marie Guinness
<b>Date of previous inspection</b>	29/09/2011
<b>Telephone number</b>	01928 722155

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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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