

# Hillview Link Club

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

<b>Inspection date</b>	14/08/2014
Previous inspection date	19/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 experience a wide range of activities that enable them to make meaningful use of their time at the club. Consequently, they have fun and increase their friendships with others.
- Staff have a good knowledge of how to safeguard children. As a result, children are well protected and are safeguarded at all times.
- Staff know individual children well, enabling them to feel secure and form trusting relationships. Children are confident individuals, who behave well. As a result, they play together, taking turns to share resources.
- Partnerships with parents and carers are good. Good information is shared between the club, school and home. This is of benefit to the children.

### It is not yet outstanding because

- The programme of professional development for staff is not fully extended to enable them to support children to make the best possible progress.

## 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 children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the main playroom and in the outdoor environment.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took into account the views of parents spoken to on the day.  
The inspector carried out a meeting with the deputy manager. She checked
- evidence of staff qualifications and suitability and looked at a range of policies, procedures and documentation.
- The inspector had a tour of the club.

## Inspector

Alison Regan

## Full report

### Information about the setting

Hillview Link Club was registered in 2003 on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. 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 club serves children from Hillview County Primary school and other local schools and it is accessible to all children. The club employs nine members of childcare staff. Of these, six hold appropriate play work qualifications at level 3. There are currently 80 children on roll, six of whom are in the early years age group. The club is open for 50 weeks a year from Monday to Friday. It 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.

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

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

- enhance the already good strategies to monitor the quality of teaching and learning by introducing peer observations to continue to strengthen and improve good practice

## Inspection judgements

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

Children benefit from a very happy and relaxed atmosphere in which to play and learn. Staff have a good understanding of the Early Years Foundation Stage. They complement this knowledge well within the club by providing a wide range of activities that meet the interests of the children, who attend. The quality of teaching is good as staff are actively involved in children's play yet they know when to step back and allow the play to evolve without their input. Staff provide the children with activities to encourage them to try and work problems out for themselves and to promote their confidence and independence. For example, during a den building activity, children were challenged to work together to build a den following basic instructions. Children selected a variety of materials that would be suitable and together they tried to work out how to construct the den that would withstand the elements. As a result, children are developing the necessary skills for the next stage in their learning. Personal, social and emotional development is fostered well in the club as children quickly make new friends and play well together. Staff teach children the importance of sharing and taking turns. Children have opportunities to develop physically as they have access to the outdoor environment. They perfect and develop their physical skills as they play together with footballs and take controlled risks using balancing and climbing apparatus in a safe environment. During the school holidays, children have opportunities to undertake outings, which promote their learning, provide stimulating

experiences and where they have fun. Staff also support children's communication skills because they use their knowledge of the children to make connections to places they have been. As a result, they stimulate conversation with children about recent visits to places of interest and allow them to talk freely about their experiences to a group of children.

Detailed information about the children's abilities is collected during the settling-in period. Staff carry out observations and assessments, which are linked to the Early Years Outcomes document and the prime and specific areas of learning. The planning process requires staff to consider each area of learning, so children enjoy a broad range of activities and which also provide a good level of challenge appropriate to the children's ages and stages of development. Children are also involved with planning the activities and resources they would like. This means that they have a direct impact on their own learning because the activities they choose are things they are interested in. Parents receive comprehensive information about the club prior to their children starting and staff provide verbal feedback about their children's well-being when they collect them at the end of the session.

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

Children are confident and enjoy their time at the club. Staff are warm, friendly and help all children to feel included. Consequently, children are fully engaged in the activities on offer, growing in confidence as their ideas and wishes are valued and supported. Children move freely around the club, making independent choices about what activities they would like to take part in. This supports their emotional well-being effectively and promotes smooth transitions for children from school and their home. Staff are deployed well, which ensures that all children form secure emotional attachments. This provides a strong base for developing independence and exploration and for children developing skills for the future. As a result, they are confident and enjoy their time in the club. Staff are good role models with clear explanations as to why challenging behaviour is inappropriate. Any unwanted behaviour is calmly dealt with, while positive actions are praised and encouraged. All of this means that children are developing a good sense of social responsibility and a sense of self-worth.

Staff are teaching children to be safe and manage their own risks according to their development. At a simple level, staff provide gentle reminders to the younger children not to swing too far back on the swings as they may fall off and hurt themselves. Risk assessments on all aspects of the environment are completed daily to ensure that any risks are identified to minimise potential hazards to children. Children are developing healthy lifestyle habits because they have access to large spaces, inside and outside, to promote exercise. They have the opportunity to play outdoors on a daily basis, promoting their physical well-being and exercise as they enjoy the fresh air. Children also increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after creative play and prior to eating food.

All children have access to a well-resourced secure learning environment, which helps them to develop their self-confidence and enjoy the social aspect of their play as they explore and learn in the areas of learning both indoors and outdoors. Displays reflect

children's work, pictures and photographs, giving children a sense of pride in their work and sense of belonging.

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

Staff understand their responsibilities to safeguard children. They are confident about the procedures that they would follow to protect children from harm or neglect, should a concern be raised. Good systems are in place to keep children safe. The premises are secure and visitors are required to sign the visitors' book to further safeguard children. In addition, children are supervised well both indoors and outdoors. Staff demonstrate a good awareness of safety issues and take care to ensure that the environment is welcoming, safe and accessible. This contributes to children's enjoyment of their time at the club and ensures that they have a positive childcare experience. Accidents are monitored and there are clear procedures in place for recording these and sharing this information with parents. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Recruitment procedures are robust and all staff members undergo checks to ensure that they are safe and suitable to work with children. All staff benefit from having regular supervisions and appraisals and new staff benefit from a full induction, which ensures that they are quickly aware of the routines, policies and procedures. All staff are given good support and encouragement to develop their professional development through regular training. However, there is opportunity to further develop staff development by introducing peer observations to strengthen and improve staff practice.

Since the last inspection, the manager and staff are able to demonstrate a good understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. The management team has made many changes to their practice following the last inspection, which has had a positive impact on the education and care for all children, who attended the club. Each action set at the last inspection has been met through careful consideration and clear targets set through a robust development plan. For example, the management team have strengthened the security of the building to ensure children are kept safe during their time spent in the club. Staff now complete a learning file for each child and record their progress onto a development tracker. These include observations, photographs and children's planning. From the information gathered, staff share achievements with the parents and the local school on a regular basis, who are invited to contribute towards any progress made. As a result, all agencies are now well informed and up to date with their child's achievements. All relevant documentation, including policies and procedures and risk assessments have recently been updated in line with current requirements. Consequently, children are kept safe at all times.

Partnerships with parents are good. Parents report that their children are settled and happy and enjoy attending the club. They express a high regard for the service provided and the friendliness and approachability of the staff. The club works in partnership with the school teachers to identify and provide individual support for children's learning. These newly embedded links with the local schools ensure continuity in children's care and 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY258892
<b>Local authority</b>	Halton
<b>Inspection number</b>	963174
<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>	40
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Eileen Colette Histon
<b>Date of previous inspection</b>	19/09/2013
<b>Telephone number</b>	01928797584 & 07984851878

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, 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.

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

