

Ferry Link Club

Thewall Parish Hall, Bell Lane, Thelwall, WARRINGTON, WA4 2SX

Inspection date	10/11/2014
Previous inspection date	12/05/2014

The quality and standards of the early years provision	This inspection:	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

- Staff actively listen to children's views and plan around their interests. This supports children's motivation to learn and develops their self-confidence.
- Staff develop warm and respectful relationships with the children. This fosters a sense of belonging and children are happy and enjoy their time at the club.
- Robust safeguarding policies and procedures are in place to ensure that children's welfare is protected. Children are kept safe and are supported well by the staff.
- Staff establish good relationships with parents and school to promote continuity in children's care and as a result, their needs are well met.

It is not yet outstanding because

- Staff do not always provide children with clear messages to ensure they are developing a good understanding of why it is important to have a healthy diet.
- The manager does not always ensure that the keys to the shared outdoors area are available so that children are provided with daily opportunities to develop their curiosity in the natural world.

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 children's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the children, parents and members of staff.
- The inspector reviewed regulatory records including evidence of staff qualifications, training and suitability to work with children.
- The inspector discussed the procedures for safeguarding children with the staff and viewed the risk assessments and other documentation relating to safety.
- The inspector reviewed the provider's hardcopy self-evaluation form.

Inspector

Cath Palser

Full report

Information about the setting

Ferry Link Club was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a parish hall in the Thelwall area of Warrington and is managed by a private provider as a registered company. The club serves the local area and is accessible to all children. It operates from the main hall and committee room and there is an enclosed area available for outdoor play. The club opens Monday to Friday all year round. Sessions are from 7.30am until 9am and from 3pm to 6pm during term time. It opens from 7.30am to 6pm during school holidays. There are currently 75 children on roll, of these, 13 are in the early years age group. Children attend for a variety of sessions. The club employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The club receives advice from the local authority.

What the setting needs to do to improve further

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

- provide children with explanations of why it is important to have a healthy diet so that they gain a greater understanding of how to keep themselves healthy
- make the most of the shared outdoor play area, by ensuring that keys are always available so that children are offered daily access to explore and investigate the natural world to support their all-round development and emotional well-being.

Inspection judgements

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

Staff are very welcoming and children settle quickly, as their emotional needs are well met. For example, staff greet children with warmth and enthusiasm and engage children in purposeful dialogue while giving them individual time and attention. They show a genuine interest in the children and talk about what they have been doing at school. Staff provide activities they know children enjoy. Resources are stored so that children can reach them independently. For example, as they enjoy writing, drawing and making crafts using a range of readily available materials, including rolls of fabrics and different accessories. Staff invite children to make malleable dough and talk about what ingredients are needed. Therefore, children become familiar with the club and gain confidence with the staff.

Information is shared well between the school and parents. This is used to complement children's time at home and school. For example, staff help children read their school books and practise their spellings. They share ongoing information and staff do their

utmost to nurture children's changing interests. For example, they offer resources, such as small beads, for children to use to design their own creations at home. Subsequently, children develop key skills to support their learning, both in school and at home. Staff provide children with clear instructions, for example, as they offer gentle reminders for children to kick the soft ball safely indoors and put their coats on before they play outside. They encourage children to take turns and share and consequently, children cooperate well as they understand expectations and anticipate routines.

The range of resources offered throughout the club provide children with good opportunities to become physically active. For example, the sports coach provides weekly sessions to teach children football, cricket and tennis. Staff set challenges through activities, for example, they encourage children spin hoops and try to keep shuttlecocks in the air. Consequently, children show good ability and skill as they gain balance and coordination and develop self-motivation and confidence to keep trying. Children have access to a range of information and communication technology equipment and staff limit the time they spend on these activities to ensure that children's experiences are varied.

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

Children have very good relations with the friendly, caring staff and they invite staff to join in their play. Consequently, children are confident, emotionally secure and all enjoy their time at the club. Staff have high aspirations of the children and are very good role models, showing kindness and respect. They reinforce good behaviour by offering praise, for example, as children share and take turns. Consequently, children are motivated to play cooperatively together. Children express their own ideas and use their imaginations with pleasure as they dress up and run around with their dressing-up cloaks. They participate in regular fire drills and children show a good understanding of how to evacuate the building safely in the event of a fire. Children use tools and equipment, such as scissors, safely and consequently, they behave well and learn a good awareness of managing risks and their personal safety.

Children are encouraged to manage their own personal needs. For example, as they line up patiently for their meals, pour their own drinks and tidy away their cups and plates. They go to the toilet independently and wash their hands and show a good awareness and understanding of good hygiene practices. Mealtimes are a social occasion where children sit together with the staff. Children are invited to contribute their ideas for the healthy menu and they enjoy a good range of healthy, nutritious snacks, such as fish sandwiches and fresh fruit. However, staff do not always provide children with clear messages to further enhance their understanding of the importance of a healthy diet. There is a wide range of activities and resources available for children to choose from each day. Consequently, children show they feel secure and confident in the club.

Staff have established strong relationships with the teaching staff of the local schools so that children are supported well with their care and well-being. Parents say the children are eager to go to the club and that they are happy and confident. Parents are invited to share information regarding children's interests when they first start at the club. This

enables staff to offer children experiences that are tuned to their individual needs and interests. Parents praise the staff and say they are happy with the information shared, including ideas that they can try at home, for example, they discuss consistent strategies to manage children's behaviour. Consequently, children understand what is expected of them and they behave well and show kindness and respect to others. Staff have put a strong emphasis on outdoor play and how this benefits children's understanding of the need for physical exercise. The sports coach provides weekly sessions which the children enjoy and they have access to a good range of physical activities. Detailed risk assessments are carried out to identify potential risks and minimise accidents and incidents. Staff are aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. As a result, the contribution to children's safety is good.

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

The management and staff have a clear understanding of their responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Regulatory documentation is maintained in an orderly way and the procedures for the safe recruitment of staff ensure that adults have the relevant experience and skills for their role and are suitable to work with children. The safeguarding children procedures fully reflect the requirements of the Local Safeguarding Children Board. Training opportunities and induction procedures mean that staff are familiar with the procedures to follow, including those regarding the use of mobile phones to ensure children are kept safe. There is a written statement of the procedures to follow in relation to complaints. Staff demonstrate a good understanding of the procedures to follow if they have any concerns regarding the well-being or safety of a child and know where to locate the contact details of the relevant agencies. Staff are meticulous at assessing and managing risks to ensure that the premises and resources are suitably maintained. They are deployed effectively to ensure children's safety throughout the club. Staff demonstrate good hygiene practices and encourage children to wash their hands to avoid cross-contamination. Children's medical needs are documented to ensure children's safety and well-being.

Children are cared for in a spacious environment with a wide range of accessible resources. This enables children to move freely around and access a good range of experiences. Children can relax and play quietly or take part in more boisterous and physically active play and enjoy direct access to outdoors in all weathers. One of the main strengths of the setting is the staff's passion and dedication to the children. They are led by a manager who works directly with the children, providing a good role model and ensuring their individual needs are identified and met. Staff performance is regularly monitored through supervision and weekly staff meetings, where all aspects of the setting are discussed. There is a rolling programme of training to ensure that staff update their knowledge and skills and share relevant information with the staff team.

The management and staff team have made good improvement since the last inspection and subsequent monitoring visit and have made very good progress in addressing all

areas identified for improvement. There is a system of self-evaluation, with a high emphasis on involving all staff, parents and children in working together to develop the quality of the setting. Partnership working with other providers is well established and makes a strong contribution to securing the support children need. Children hunt for bugs and experience living things in the garden that is shared with another provider. However, the manager does not always have daily access to the keys to the garden. Therefore, opportunities for children enhance their natural curiosity and exploration of the natural world to support their all-round development and emotional well-being are sometimes limited. Staff are deployed well to ensure children are always supervised and there is always a first aider present when transporting children to and from the club to ensure children's safety. Staff ensure that children have a comfortable place to relax and enjoy quiet times and staff get to know children well and plan the environment to accommodate all children's needs and interests. Staff work closely with the reception teachers. They share school newsletters with parents and pass on information, for example, of any incidents or accidents that children have been involved with at school. This provides children with continuity of care and ensures that their needs are well met.

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

Unique reference number	EY430145
Local authority	Warrington
Inspection number	981555
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	75
Name of provider	Ferry Link Club Ltd
Date of previous inspection	12/05/2014
Telephone number	07946168145

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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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