

St Wilfrid's Link Club

Church Lane, Grappenhall, WARRINGTON, Cheshire, WA4 3EP

Inspection date	15/12/2014
Previous inspection date	26/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 know individual children well, enabling children 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.
- Staff have a good understanding of their responsibilities and the procedures for protecting children. They implement robust safeguarding and child protection procedures, which helps to ensure children are safe within their learning environment
- Good partnerships with parents and the host school promotes continuity of children's care. As a result, children's needs are well met and they continue to develop their knowledge and skills.

It is not yet outstanding because

- The manager does not always make full use of the opportunities for professional development to ensure they are constantly improving their already good understanding and practice.
- Children have fewer opportunities to focus on text and print in the environment, in order to enhance their literacy skills.

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 environment.
- The inspector took account of the views of parents by reading a number of comments provided by the manager.
- The inspector carried out a meeting with the manager and the registered provider.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Full report

Information about the setting

St Wilfrid's Link Club was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by JK Link Clubs Limited. It operates from within a self-contained unit at St Wilfrid's Church of England School in the village of Grappenhall, Warrington. There is an enclosed area available for outdoor play. The club employs five members of childcare staff. Of these, all hold appropriate early years qualifications. The club opens Monday to Friday, from 7.45am to 8.45am and 3pm to 6pm, term time only. Children attend for a variety of sessions. Currently, there are a total of 70 children on roll, of whom nine children are within the early years age group. The club receives support 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:

- enhance the already good strategies to monitor the quality of teaching and learning; by strengthening the system of how peer observations are completed to continue to improve good teaching practice
- maximise children's literacy skills even further by creating an indoor environment that is rich in print, for example, by displaying posters and artwork which have been designed and created by the children.

Inspection judgements

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

Children benefit from being cared for by a professional, friendly and caring staff team in a warm and welcoming environment. Staff understand how children learn through first-hand experiences and provide a wide range of activities, which reflect children's interests with an emphasis on having fun. As a result, children engage in purposeful play and make good progress in their learning and development. Staff are experienced and respond on a daily basis to children's needs and interests as they emerge. For example, when playing outside staff respond to children's interests well by supporting them to practise skipping with a rope. Children are praised when they have completed their personal target and staff challenge them to skip for longer next time. As a result, children feel motivated and valued. Staff use a good range of teaching methods to support children in their learning. For example, during an art and craft session, staff model, repeat and provide clear instructions to the children. They are skilled at stepping back and enabling children to discover and explore the materials for themselves, which allows children to take pride in their own achievements. Staff effectively play alongside children guiding them by asking questions, such as what if and why, to encourage thinking. As a result, their

characteristics of effective learning are effectively promoted.

On arrival, the children quickly settle and confidently explore the range of resources on offer and independently select their activities. There is a lovely atmosphere in the club as older children look after younger children and include them in their play. The session is well organised to ensure that children are able to pursue their own learning and ideas in an environment that suits them best. This promotes their all-round development. However, children have fewer opportunities in the indoor environment to focus on text and print indoors and to enhance their literacy skills further. The children's key person regularly completes observations and uses photographic evidence to effectively identify children's individual interests, learning styles and capabilities. As a result, staff have a clear understanding of children's starting points, which enables them to build on and complement the skills and knowledge that the children have already acquired. Planning is completed flexibly to allow for emerging needs and ideas to be catered for. Children are involved in this process participating in regular idea sharing sessions which allows the children to take ownership in how the club is run and their ideas are respected and valued. Children are confident communicators, sharing their thoughts and ideas readily with staff and their peers. As a result, children are well motivated to engage in activities and gain the skills needed for their next stage in learning.

Staff work hard to ensure they include parents in their children's learning. Parents are kept well informed about activities planned for the children, through information on the parents' noticeboard, and through daily discussions. Staff encourage parents to share information about their children's learning and development. As a result, parents are kept well informed of the progress that their child makes.

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

Children are confident and enjoy their time at the club. This is because staff are warm, friendly and help all children to feel included. The key-person system ensures that children are making strong attachments and bonds with the staff and that their emotional well-being is consistently supported. Parents and children provide information upon entry, which provides the staff with detailed information on the child's care routines, likes, dislikes and dietary requirements. The staff tailor the care they provide for each individual child. As a result, the children settle quickly. The 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 children are developing a good sense of social responsibility and a sense of self-worth. 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.

Children are developing healthy lifestyle habits because they have access to large spaces, inside and outside, to promote exercise. Children have continuous opportunity to play outdoors on a daily basis. Children enjoy a wide range of physical activities which develop

their control, coordination and balance, such as, running, jumping, throwing and catching. Menus are varied and dietary requirements are well catered for. Children are very well nourished because they are provided with a good variety of nutritious snacks and have continuous access to fruit during the session. 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. This further contributes to children developing their knowledge of a healthy lifestyle.

The environment is clean, well resourced and equipped to meet the needs of all children. Daily risk assessments are completed to ensure that hazards are kept to a minimum. Staff provide clear advice and instructions on how to use equipment and resources, such as using the scissors during a craft activity so that children are able to manage their own safety and take appropriate risks. This also means that they are on hand to offer support to children when required. Staff create an environment which promotes children's self-choice. 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.

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

The leadership and management are good. Staff have a good knowledge and understanding of how to effectively safeguard children in their care. All staff have a Disclosure and Barring Service check and are suitable to work with children. They are aware of the different types of abuse and their indicators, and know what action to take if they have a concern about a child. Staff are aware of the procedure to follow if an allegation was disclosed to them or made against them. The club has a comprehensive set of policies and procedures, which are reviewed on a regular basis. These underpin staff practice. All relevant documentation is current and up to date. Accidents are recorded and reported to parents and other bodies as required. There is always at least one member of staff present at the club with paediatric first-aid training. Consequently, children's well-being and physical safety is effectively promoted.

The manager has a good knowledge of the Early Years Foundation Stage and together with the club director are responsible for monitoring the quality of practice. The manager ensures that staff receive regular appraisals and supervision meetings and encourages staff to undertake training to develop their skills and knowledge. However, she does not always make full use of the opportunities for professional development during peer observations to ensure they are constantly improving their already good understanding and practice. There are good systems in place to evaluate the provision and identify relevant strengths and weaknesses. This shows that they are committed to enhancing the quality of activities and experiences on offer for children. The views of parents and children are valued. Staff talk to children about what they would like to be introduced and seek the views of parents through verbal discussions and written feedback. Since the last inspection, the manager has ensured that the recommendations set have been fully met, and consequently, the manager has the capacity to improve this already good club.

The partnership with the school is very good. Staff liaise closely with the school to share information on children's progress and achievements, so that they are able to support children effectively during their time at the club. This ensure that intervention is sought at the earliest opportunity. As a result, children acquire and develop key skills for their future learning in a familiar social environment. Partnership working with parents is good because they are involved in what their children have been doing and say their children enjoy their time at the club. Parent comments from recent questionnaires show that, 'They are very happy with the variety of toys and resources'. Consequently, partnerships with parents are strong, and ensures that children receive the support that they need.

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	315280
Local authority	Warrington
Inspection number	865075
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	70
Name of provider	JK Link Clubs Limited
Date of previous inspection	26/11/2008
Telephone number	07889 515335

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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