

Fun House Link Club - Norley C of E Primary School

Inspection report for early years provision

Unique reference number	EY428833
Inspection date	13/12/2011
Inspector	Jan Linsdell
Setting address	Norley C of E Primary School, Hough Lane, Norley, FRODSHAM, WA6 8JZ
Telephone number	01928 788 471
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Fun House Link Club is one of two settings run by a private provider. The club was registered in 2011 and operates from designated areas within Norley Primary School in Frodsham, Cheshire. Children have access to the school hall, the adjoining quiet room, the early years classroom and the school grounds for outdoor play. The club serves children who attend the host school. It is open each weekday from 7.30am to 9am and 3.15pm to 6pm, during term time only.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 24 children aged from three years to under eight years at any one time. The club also offers care to children aged eight years to 11 years. There are currently 23 children on roll, five of whom are within the early years age range.

The club employs two members of staff, including the manager, both of whom hold appropriate early years qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The club has only been operating for a short period of time, and as a result some procedures and systems are still being developed. Staff are beginning to establish suitable partnerships with parents, carers and the host school. Their friendly, caring and inclusive approach enables children to enjoy their play and make some progress in their learning and development. Arrangements for evaluating the quality of the club and identifying future goals are not yet established, however, staff demonstrate the capacity to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 27/12/2011

To further improve the early years provision the registered person should:

- improve the arrangements for making systematic observations and assessments of each child's achievements and interests, and use this information to plan for their next steps
- carry out regular fire evacuation drills and record details of any problems encountered and how they were resolved

- devise systems for self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff understand the procedures for keeping children safe from harm and detailed safeguarding policies are available, enabling any concerns about children's welfare to be managed appropriately. Staff complete necessary checks to ensure their suitability to work with children. Most required records and policies are well maintained, which ensures the safe and efficient management of the club. Staff conduct daily and weekly safety checks so that all areas are safe for the children attending. However, a record of the full risk assessment for the premises, including outside areas, is not maintained and this is a breach in requirements.

Staff create a relaxed and friendly atmosphere where all children are welcome and included. They meet children's individual needs appropriately and offer additional support if needed, such as with personal care. Good quality resources are provided to support children's play and learning. Storage boxes are clearly labelled and accessible, enabling children to make independent choices in their play. Effective systems for self-evaluation are not yet established, which affects the manager's ability to monitor and improve the quality of provision for children. However, staff are committed to developing a successful club and have some ideas about how they can improve.

Staff are beginning to build positive relationships with parents, carers and the host school. A welcome brochure provides parents with information about the club and how it operates. One parent spoken to during the inspection expressed positive comments about the club, indicating that staff are very supportive and children enjoy attending. None of the children are currently involved with other settings, but staff understand the value of working with other professionals to support children's welfare and learning.

The quality and standards of the early years provision and outcomes for children

Staff are beginning to develop their knowledge of the Early Years Foundation Stage so that they can support children appropriately in their learning. A suitable range of activities are on offer to support children's learning and enjoyment. Weekly plans show children's participation in different activities that promote most areas of learning. Arrangements for observing and assessing children's progress towards the early learning goals are still being developed. As a result, there is limited evidence available to demonstrate children's achievements and ongoing progress. This makes it difficult for staff to meet children's individual learning needs and interests and plan for their next steps.

Children are greeted warmly on arrival and receive light refreshments before

selecting games to play with. They enjoy positive relationships with the staff and the current low attendance levels mean they benefit from plenty of individual attention and support. Children enjoy playing with a variety of board games, floor puzzles and building models with construction sets. This promotes their problem solving and numeracy skills. Staff set appropriate boundaries so that children learn to behave well in the club. They encourage children to be responsible, for example, when tidying away resources.

Children show they feel safe in the club because they confidently help themselves to games and happily involve staff in their play. They have some opportunities to learn about safety issues as staff encourage them to explain why things may be dangerous. However, children are not yet taking part in fire drills, which impacts on their ability to learn what to do in an emergency. Children play outside most days, where they can ride on scooters or use the school's climbing equipment. Children say their favourite activity is playing badminton, which promotes their physical skills. Children are offered a suitable range of healthy snacks, including fresh fruit and yoghurts, and they follow appropriate hygiene practices to reduce the spread of germs.

Children are starting to develop some skills for the future. They communicate appropriately and have some good opportunities to engage in problem solving and numeracy tasks, for example when playing board games. A suitable range of books are available to encourage their reading skills and children use some resources to support their understanding of technology. Plans show children have opportunities to participate in craft activities, for example, drawing, painting and making cards. Some resources are available to encourage children's imaginative skills, such as role play equipment and dressing up clothes.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met