

# Fun House Link Club - Norley C of E Primary School

Norley C of E Primary School, Hough Lane, Norley, FRODSHAM, WA6 8JZ

<b>Inspection date</b>	15/05/2014
Previous inspection date	13/12/2011

<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		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The leadership team have limited knowledge and understanding of safeguarding procedures and how to report concerns in relation to child protection. As a result, children's well-being is compromised.
- Systems to supervise and mentor staff are not in place. This results in their training and professional development needs, such as training on safeguarding not being identified or met.
- Parents are not fully informed about how staff in the club deliver the Early Years Foundation Stage, to complement the teaching their children receive in school.

### It has the following strengths

- A varied range of activities and resources are available to meet the interests of the children attending the club.
- Staff are kind and caring towards the children which results in them feeling happy and settled during their time at the club.

## 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 hall and the outdoor environment.
- The inspector discussed a creative activity with the manager.
- The inspector held meetings with the manager of the provision and the proprietor.
- The inspector looked at children's assessment records, planning documentation and a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Sharon Lea

## Full report

### Information about the setting

Fun House Link Club was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from designated areas of Norley C of E Primary School in Frodsham, Cheshire, and is one of two privately run settings. The club is accessible to all children aged from three to 11 years old who attend the host school. It operates from the school hall, the adjoining quiet room, the early years classroom and the school grounds for outdoor play. The club employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The club is open each weekday from 7.30am until 9am and 3.15pm until 6pm, during term time only. Children attend for a variety of sessions. There are currently 56 children attending, five of whom are in the early years age group. The club staff work in close partnership with the host school.

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

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

- ensure that safeguarding training is attended by all staff and that their understanding is reviewed on a regular basis, in order to protect the children in their care
- implement systems to provide staff with supervision and mentoring in order to address their training and professional development needs, including their policy knowledge on safeguarding
- ensure that appropriate information is shared with parents and carers, for example, how the Early Years Foundation Stage is delivered in the club, to complement children's learning in school, in order to keep them well informed.

### Inspection judgements

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

The provider demonstrates a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage. Observations of children in the early years age range are carried out during their play, identifying how their learning could be supported further. Their progress is tracked, in individual learning journals, demonstrating that the club is supporting children to achieve the early learning goals. Management have developed next steps forms, enabling the club staff and teachers within the school to support the children on shared targets, further promoting their progress. The provider uses the information gained, to support her in planning and providing activities which

meet children's developmental needs and respond to their interests, such as drawing and colouring resources, which they enjoy.

A variety of activities and resources provided at the club, help to support all areas of the children's learning and development. Children have lots of choices and can self-select from a range of resources which are changed from time to time, to provide different opportunities. Social skills are promoted through games or creative activities involving the whole group together. Children learn to express themselves through creative media and musical instruments, which are available for all ages. Imagination is supported through role play opportunities, such as playing hair dressers or shops, where mathematical understanding develops through handling money. Physical skills are promoted during ball games in the hall or field outdoors. Communication and language feature throughout all of the activities, as staff develop conversations with the children during their play. A range of books and writing materials enhance children's developing literacy skills. However, staff at the club appreciate that the children have been at school all day and generally provide them with a relaxing, mostly enjoyable environment where they can play and interact with each other.

Partnerships with parents are generally friendly and welcoming. Settling-in visits are arranged and basic information about the club's activities and policies and procedures is made available to parents through a welcome pack. Information is shared by parents about their child's interests and care needs when their child first starts in the club. This is used to provide activities of interest for the children, helping them to settle and feel welcome at the club. Positive links have been made with the host school which children attend. The provider obtains information from the children's teachers about the current topics they are exploring, in order that this can be supported within the club. For example, children's understanding of the school topic about mini beasts is extended by the provider, who takes the children outdoors to hunt for insects. This is developed further through the creation of a whole club insect picture, where children of different ages demonstrate their artistic talents and imaginations. However, the provider has not ensured that appropriate information is shared with parents and carers on how the Early Years Foundation Stage is delivered in the club. This means that they are not fully informed about the role of the club, what their children are learning and how this complements their learning within school.

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

Children arrive happily at the club after school and it is evident that they have formed secure friendship groups, enjoying playing and talking together during their time in the club. Positive relationships between the staff and children are also evident and staff demonstrate a suitable standard of care towards them. This is supported through an appropriate settling-in procedure when children first start to attend the group. Parents are complimentary about the quality of care which they have observed that staff provide for their children and how quickly and happily they have settled. The children attending appear to be safe and secure, as they are confident to explore all areas of the club and the activities on offer. However, their sense of feeling safe is misplaced, as safeguarding

procedures are not fully known and understood by staff. Consequently, children's well-being is compromised.

The facilities used by the club are part of the host school and are equipped to an appropriate standard. Children have access to a large hall, quiet room and a further classroom when the hall is in use by the school. A range of activities and resources to suit children of all ages are usually set out prior to the children arriving. This provides a welcoming environment and enables them to select the activities they would like to do, as soon as they are ready. Activities available include games, which encourage children to play together, role play resources, such as hairdressing and a creative area where children can independently select their chosen resources. An area away from more noisy activities, where children can read books, and an area with large cushions, support children who need quieter spaces to read or to rest. The activities provided are based upon the current interests of the children and as a result, children quickly engage in play and because they are well occupied and their behaviour is good. This is supported through the staff being appropriate role-models to the children, speaking respectfully to them and to one another. An established behaviour management system is in place, based on a system where green is positive, amber is a warning regarding negative behaviour and red indicates that their behaviour requires a consequence. This is reported as very seldom used as the children are kept engaged and interested, promoting positive behaviour.

Information is gained from parents regarding children's home background, medical and dietary needs. This is used to ensure that snacks provided meet the dietary requirements of the children attending, in relation to cultural or medical needs. Staff talk to the children during snack times and establish other foods that they would like to have at the club. They discuss different fruits that they could try, such as dragon fruit and star fruit. Children have plenty of space to move around freely at the club and larger, physical activities take place in the hall or on the sports field, weather permitting. Children are escorted to and from the club to their classrooms each day and are familiar with security within the school and grounds and what to do if the fire alarm should sound. Children follow good hygiene routines, washing their hands thoroughly before they eat and staff follow routine hygiene procedures to ensure that food storage and preparation areas are kept clean and meet health agency guidelines.

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

Safeguarding procedures within the club are inconsistent and therefore, children are not adequately protected. The provider and manager are not clear about the identification of child protection concerns or the reporting of these, including if there is an allegation against a member of staff. This is a failure to meet requirements relating to the Early Years Register and also the Childcare Register. Staff recruitment procedures ensure that staff are appropriately qualified and vetted and they go through an induction process to ensure that they are familiar with their role within the club. As part of their induction, staff read through the safeguarding policy, however, their knowledge has not been consolidated through further training. Risk assessments are in place to ensure that the

environment and the activities taking place promote children's safety. Procedures to ensure that the building is secure and that children, staff and visitors are signed in and out ensure access to the club is monitored.

There is a suitable level of childcare qualified staff who are also trained in paediatric first-aid and food hygiene. However, the training programme has had insufficient focus on developing staff's safeguarding knowledge. Although staff have annual appraisals and participate in team meetings, systems for the manager to individually supervise and mentor staff are not in place. This results in their training and professional development needs, such as their lack of knowledge about safeguarding procedures, not being identified or addressed. Therefore, staff are not appropriately supported to develop in their professional roles. Self-evaluation is in place and parent questionnaires are being devised, to obtain parental feedback on the club. Management have addressed the action and recommendations raised at the previous inspection by Ofsted, reflecting their ability to make identified improvements.

Parents provide information about their child's individual needs and interests when they first commence at the club. Daily verbal information is exchanged between staff and parents when children are dropped off or collected. A parent notice board and newsletters keep parents informed about forthcoming activities taking place in the club. A suggestion book is available for parents and children to share feedback and ideas for future activities or events, such as children's requests for a weekly talent contest. Staff have effective systems in place to share information and messages between the school and their parents. The manager regularly talks informally with the teachers of the children attending the club, exchanging information about activities taking place in school, to support the children's development. This aids a smooth move between the club and the school and enables both settings to work together, to support the needs of the children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that safeguarding training is attended by all staff and that their understanding is reviewed on a regular basis, in order to protect the children in their care (compulsory part of the Childcare Register)
- ensure that safeguarding training is attended by all staff and that their understanding is reviewed on a regular basis, in order to protect the children in their care (voluntary part of the Childcare Register).

## 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>	EY428833
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	875904
<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>	24
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Rebecca Laura Palfreyman
<b>Date of previous inspection</b>	13/12/2011
<b>Telephone number</b>	01928 788 471

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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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