

# 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>	13/11/2014
Previous inspection date	15/05/2014

<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		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's behaviour is good and they show they feel emotionally secure in this relaxed and welcoming club.
- Staff engage well with the children and provide a broad range of activities to support their learning and development. Consequently, children enjoy their time in the club and have fun with their friends.
- Recent improvements to the arrangements for safeguarding children contribute to ensuring they are kept safe and well protected from harm.
- Staff communicate effectively with parents and teachers from the host school, which benefits the children's care and learning.
- Managers monitor practice more closely. They use feedback from parents to evaluate how the club operates and to set further targets for improvement.

### It is not yet outstanding because

- Children are not always encouraged to be independent and carry out tasks for themselves, for instance, at snack time.

## 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 school hall and outside play area.
- The inspector spoke with staff, children and parents, and held discussions with the provider and the manager.
- The inspector checked evidence of suitability and qualifications of staff, and sampled a range of other documentation.
- The inspector reviewed parent questionnaires and took account of the views of parents spoken to on the day.

## Inspector

Jan Linsdell

## 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 is one of two settings managed by a private individual. The club operates from the main hall in Norley Primary School in Frodsham, Cheshire and is accessible to children who attend the host school. Children use the school grounds for outdoor play. The club employs three members of childcare staff, all 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 67 children on roll. Of these, eight are in the early years age group.

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

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

- extend opportunities for children to develop their independence and take more responsibility, for example, by encouraging them to prepare their own food and drinks at snack time.

## Inspection judgements

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

Staff interact well with the children, as they play games together and encourage children to count, share and take turns. They create a positive environment where children can relax and have fun with their friends after their busy day at school. They make sure that children are provided with a variety of resources and activities to support their learning and development. This enables children to make free choices in their play. Children are inquisitive and are confident to ask questions. They demonstrate their social skills as they introduce their friends and remember to use good manners.

Staff encourage children to share their opinions and note their ideas in the suggestions book. This helps them to be aware of children's changing interests, so that they can incorporate these into the planning of activities. Children show their enjoyment of activities, as they happily sing songs when they play. They are confident communicators, for example, as they converse with each other at the craft table and make positive comments about each other's designs. Children play cooperatively with the construction sets and board games, which help to promote their problem solving skills. They have opportunities to use the large apparatus situated in the school grounds, which positively promotes their physical skills. These activities complement what children are doing in school and help them to be ready for their next stage of learning.

Staff engage well with parents and relationships are positive and friendly. They share

information with parents about how their children have been and the activities that they take part in. Ongoing communication about the children's interests contributes to meeting their needs and helping them to feel settled. Parents think the club offers lots of activities for the children and they say children particularly enjoy den building and art and crafts.

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

Younger children are escorted to the club by their teacher, which ensures their safe arrival and gives adults the opportunity to share any relevant information. Children settle quickly and engage in self-chosen activities with their friends. Staff make sure the hall is well set out with a good selection of resources to support children's interest and enjoyment. Children are confident to request additional resources from the large storage cupboard, which means that they can make independent choices in their play. Key-persons are caring and they know the children well. Relationships between staff and children are warm, welcoming and supportive. Older children are more than willing to look after younger children and involve them in their play. This helps to promote their emotional well-being and enables them to feel supported and included in the club.

Children's behaviour is good and they play well together. They are involved in developing the club rules, so that they understand expectations that keep themselves and others safe. Staff tell children to be careful as they play and remind them not to leave equipment on the floor, in order to avoid trip hazards. Staff model respectful behaviour and provide lots of praise, for instance, when children are keen to show them their art work. This promotes children's confidence and enables them to feel proud of their achievements.

Children learn to develop a healthy lifestyle by engaging in activities, such as making fresh fruit kebabs. Staff positively promote exercise in the fresh air as part of the daily routine. Children have fun engaging in whole group activities using the large parachute, which supports their physical and social skills. Children benefit from sitting together at snack time, as they chat and eat healthy snacks together. They are sometimes encouraged to develop their independent skills at snack time but this is inconsistent. Consequently, staff are not always making the most of every opportunity to promote children's independence and sense of responsibility.

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

Since the last inspection and subsequent monitoring visit, all actions to tackle identified weaknesses have been successfully addressed. Staff have taken positive steps to improve their understanding of how to safeguard children from harm. They have completed online safeguarding training and have also attended child protection training with the school. Safeguarding issues are now regularly discussed at team meetings and the provider uses scenarios to test staff's knowledge of procedures. Consequently, staff have a better understanding of how to recognise signs of abuse and how to promptly report any concerns about children's welfare. Parents have been provided with information about the Early Years Foundation Stage and how staff promote this in the club. Information is displayed on the notice board, along with details about routines and activities that children

participate in. This means that parents are more informed about how staff are supporting children and complementing their learning in school.

Consistent risk assessments are carried out to make sure the premises are safe and secure for the children. Effective recruitment and induction procedures help to ensure that all staff are appropriately vetted and suitable for their role. All staff are qualified in childcare and first aid, which contributes to meeting children's needs and promoting their safety. The provider works in the club on a regular basis, which enables her to monitor the quality of practice and reflect on issues with the team. This helps to ensure that the requirements of the Early Years Foundation Stage are consistently met. Firm arrangements are now in place to support staff through annual appraisal, supervision and team meetings. Self-evaluation incorporates feedback from parents and children, and ongoing priorities for development are clearly identified. This indicates the provider's commitment to continuous improvement.

Relationships with parents and school staff are friendly and supportive. Staff work in partnership with teachers to seek and share important information. This contributes to promoting consistency in the children's care and learning. Staff keep parents informed through ongoing communication. Feedback from parent questionnaires and verbal comments received from parents during the inspection reflect their satisfaction with the club. They talk about the 'relaxed atmosphere and friendly staff' and say children often bring things home that they have made.

### **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>	EY428833
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	977137
<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>	67
<b>Name of provider</b>	Rebecca Laura Palfreyman
<b>Date of previous inspection</b>	15/05/2014
<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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