

Puddleducks Link Club

Inspection report for early years provision

Unique reference number 402545
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Inspector Clare Henderson

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Puddleducks Link Club opened in 2001 and is run by private providers. The setting operates from Woolston Church of England Primary School hall. The school is situated in the Woolston area of Warrington. The club serves this school and St Peter's Primary School in the locality. There are currently 48 children on roll from four to 11 years. Children attend for a variety of sessions. The club is open from Monday to Friday from 15.20 to 18.00 during term time and 08.30 to 17.30 during school holidays. There are three staff employed, all of whom have early years qualifications to National Vocational Qualification (NVQ) at level 2 and 3 and NNEB. One member of staff is working towards an NVQ level 3. The club receives support from Sure Start. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

With humour and enthusiasm, staff ensure the welfare, learning and development needs of all children are provided for effectively. They create a safe and welcoming environment in which all children thoroughly enjoy the range of creative activities. However, children have relatively few opportunities to take part in indoor physical activities.

Reflection and evaluations carried out regularly by staff ensure that the club is able to meet the ever-changing needs of all the children. It is well placed to continue to improve. The recently introduced requirements for an allocated key person to carry out observations of the progress which reception-aged children make during their time in the club are at an early stage of development. Staff have not as yet had sufficient training in using the Early Years Foundation Stage (EYFS) framework to help them undertake these observations.

What steps need to be taken to improve provision further?

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

- extend staff training in use of the Early Years Foundation Stage (EYFS) framework to undertake observations of children's learning and development
- increase opportunities for indoor physical activities.

The leadership and management of the early years provision

Leadership and management in the club are good. Children's views confirm this. Typical comments are, 'They make sure there is always something interesting for us to do'. All staff are aware of their responsibilities and roles in relation to keeping children safe and the clear systems for staff recruitment, training and evaluation support this. Teamwork is strong; daily monitoring of practice through risk assessments and health and safety checks ensures that the welfare and safety of

all children is secure. Safeguarding procedures within the club are securely in place.

The setting's self-evaluation takes into account the views of children as well as staff when deciding upon areas for development. Recruitment procedures, when needed, are thorough to ensure new staff are suitable and to enhance the skills of the existing team. Staff are well qualified and committed to ongoing improvement and training to enable them to better support the children. Although staff are gaining confidence in making observations of children's progress in the EYFS, they have not had sufficient training as yet to help them do so.

The club works well with parents and has strong links with the two schools. This ensures that children are cared for well and their learning needs taken fully into account. Parents are kept well informed about how their child is getting on through daily verbal exchanges and notices. This enables them to play a close part in their child's learning and development.

The quality and standards of the early years provision

'It's better than being at home, there's always something to do,' exclaimed one of the youngest children. Parents agree saying, 'Children love coming after school and during the holidays when they can mix with younger and older children. This helps them develop their confidence and independence in a fun way'. Attending the club is thoroughly enjoyed by all the children. This is because activities initially planned by staff allow them to develop their own ideas and interests. This means that children have a say in their learning and development, which aids their good progress.

All staff encourage appropriate behaviour by praising the children and guiding them. To this end, they have drawn up some rules which are displayed in the club room. For example, 'Be kind and respect each other'. As a result, children behave very well and older children take very good care of the younger ones, treating them kindly and paying a lot of attention to them. Children show an good understanding of how to lead a healthy lifestyle, for instance, eating healthy snacks and having some access to physical exercise. However, this tends to be more in the warmer times of the year. Consequently, they have few opportunities to take part in daily indoor physical activities all year round. They feel safe and secure and enjoy trusting relationships with the adults who work with them. As a result of the range of activities on offer, children's knowledge and understanding of the world expands. For example, a holiday time trip to a local museum helped children, as they explained that they learned 'about life in the olden days'. Such opportunities develop children's communication skills as well as good skills of co-operation and teamwork. This supports their future well-being effectively.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.