

Puddleducks Link Club

Epping Drive, Woolston, WARRINGTON, Cheshire, WA1 4QL

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| Inspection date | 26/11/2014 |
| Previous inspection date | 27/11/2008 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | 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 are happy, self-assured and confident. They benefit from a dedicated staff team who know them well and provide good care.
- Staff work in partnership with schools to complement and build on the learning that takes place there.
- Partnerships with parents are good. They work together with staff to ensure all children thrive and enjoy stimulating experiences in the out of school club.
- Staff ensure children are safe in an environment that is secure. Staff demonstrate a good knowledge and understanding of safeguarding procedures and all other aspects of safety to protect children in their care.

It is not yet outstanding because

- Staff do not always make good use of daily activities to help children gain further independence and to develop their self-help 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 had a tour of the setting.
- The inspector spoke at length to the supervisor, staff and children at appropriate times during the inspection.
- The inspector observed the supervisor and staff while they interacted with the children.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff, and a range of other documentation, including the safeguarding procedures and the club's self-evaluation.

Inspector

Donna Birch

Full report

Information about the setting

Puddleducks Link Club was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club operates from Woolston Church of England Primary School, in the Woolston area of Warrington and is managed by a private provider. The club serves this school and another school in the locality. It operates from the main school hall, with access to the school's toilets and kitchen facilities. There is a fully enclosed area available for outdoor play. The club employs three members of childcare staff. All of these hold appropriate early years qualifications at level 3. The club opens Monday to Friday, term time only. Sessions are from 3.20pm until 6pm. Children attend for a variety of sessions. There are currently 32 children on roll, five of whom 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:

- encourage children to further develop their independence and self-help skills during activities and at snack time, for example, by encouraging them to become responsible for serving themselves food, pouring their own drinks and taking the lead during planned activities.

Inspection judgements

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

The out of school club has a wide range of resources and activities suitable for children of all ages and stages of development. For example, books, board games, role play, art and crafts, construction, and car and train layouts. Activities are planned to complement the learning children undertake at school. For example, school teachers provide the club staff with termly lesson plans, detailing areas of learning they will be covering in school. From this, the club staff tailor some of the experiences planned for children, so they can extend their understanding further. Consequently, children build on what they already know and can do. They are clearly happy and interested in all the activities provided and demonstrate good cooperation and involvement. The recent introduction of an activities information board helps parents to understand the types of activities on offer for children and how these complement the learning that takes place in school. This further enhances the partnership with parents. Consequently, they regularly engage in their children's learning. Daily conversations with the key person and the open-door policy, ensures parents have an awareness of their child's activities during the day. Regular newsletters and parent consultations enable parents to have good knowledge of their child's development. Staff have effective links with the nearby nursery, the host school and the partner school and they work effectively in partnership with them to ensure that all children benefit from consistency and enjoy activities that interest them and build on the

learning that takes place elsewhere.

Children are happy and settled at this lively, welcoming out of school club. They are keen to join in the exciting, well-presented activities. The supervisor and staff confidently plan and organise activities and experiences, which foster children's purposeful play and good progress. They ensure these activities reflect children's interests and take account of their individual learning and development needs. For example, many of children show an interest in creative activities. Therefore, staff plan a range of fun and creative activities each session. For example, children make their own modelling dough. However, at times staff over direct these activities, which inhibits children in developing further their independence. Children confidently use information technology, as they take turns in playing different computer games and use confidently a range of computer programmes.

Staff effectively promote children's speaking and listening skills. This is because they spend time involving children in discussion and conversation. The effective use of questions enables children to be able use their imaginations and solve problems. Staff support children engaged in turn-taking games well. They talk together about the rules of the game, and seek ways to solve problems, such as sorting and ordering the shape counters. This builds further on children's mathematical understanding, as they count and sequence to complete the game. The children spontaneously talk about letter sounds and accurately associate sounds to words. Their literacy skills are enhanced as they write their names on their pictures and make marks with felt pens and glue. Overall, children actively develop skills to further enhance their learning at school.

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

Children are valued and made to feel welcome. Consequently, this is reflected in their high levels of confidence and self-esteem. Key-person relationships are positive and involve seeking parents' views about their children's development and care needs. Settling-in sessions ensure that there is a smooth move from home to the club and promote children's personal, social and emotional skills. As a result, children are emotionally prepared for their experiences in school and beyond. Children are happy and openly chat in their play. For example, they involve staff in their family role-play game, creating characters for them to play and using the many available props to effectively support their ideas. As a result, their creativity and imaginative skills are extended.

Children enjoy a wide variety of healthy and nutritious snacks, with milk and water being readily available. Through discussion, their understanding of healthy eating is promoted. All staff are aware of children's dietary needs, as a comprehensive list is on display in the kitchen, where snacks are prepared. This further ensures children's safety and well-being. However, staff serve children the hot snack from a serving station and then children walk to the table. This takes time and some younger children become bored as they wait. Practitioners are busy with practical tasks and do not fully engage with children during this time, which means that they do not make full use of opportunities to help children to develop further their independence and self-help skills by encouraging them to carry out tasks, such as setting the table, serving the snack and pouring drinks, for themselves.

Staff are good role models for children and show them kindness and respect. They have consulted with children about the club's behaviour and conduct rules. Therefore, children understand what is expected of them and as a result, they behave very well. Staff help children to keep safe. They discuss with them safe ways to play and have created different safety displays, such as one about road safety, which helps children to understand about possible dangers. Additionally, staff complete regular risk assessments of the hall and outside playground, and practise the fire evacuation procedure with the children so they know what to do in an emergency.

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

The leadership and management at the club is very good. Staff have a good knowledge and understanding of how to effectively safeguard children in their care. 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. Mobile telephone and camera use is restricted in the setting, so that children's safety is promoted. Visitor identification is obtained and recorded, so that staff have an accurate record of all visitors. Risk assessments are carried out and constantly reviewed, so that the environment is safe and secure for children. As a result, staff effectively safeguard children in their care.

There are good systems in place to evaluate the provision and identify relevant strengths and weaknesses. Staff talk to children about what resources and equipment they would like included in the club. They also seek the views of parents through verbal discussions and written feedback. Staff have made extra space available in the hall for indoor physical games with children, because of this feedback. This shows that they are committed to enhancing the quality of activities and experiences on offer for children. Staff use their good knowledge and understanding of the Early Years Foundation Stage, to provide children with a range of challenging and stimulating activities. As a result, children enjoy their time in the club and successfully build on the learning that takes place in school. Staff are well supported by the management team and their continued professional development is fostered well, by means of regular supervisions and appraisals. Staff are encouraged to undertake courses relevant to their job role. For example, they have attended courses in first aid and food hygiene. These ensure that a quality service is provided for the children and their families.

Partnerships with the host school and neighbouring school are very good. Staff liaise with teachers and parents, so that information is continually shared about children and used to promote continuity of care and to build successfully on the skills and knowledge children are gaining in school.

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

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|------------------------------------|---|
| Unique reference number | 402545 |
| Local authority | Warrington |
| Inspection number | 868980 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 32 |
| Number of children on roll | 32 |
| Name of provider | Andrea May Scott and Christine Mary Berry Partnership |
| Date of previous inspection | 27/11/2008 |
| Telephone number | 01925 838967 |

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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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