

Children's Links Childcare @ Great Steeping

Inspection report for early years provision

Unique reference number	EY362185
Inspection date	08/10/2009
Inspector	Ian Jones
Setting address	Great Steeping Cp School, Great Steeping, SPILSBY, Lincolnshire, PE23 5PT
Telephone number	07930 473 316
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Type of setting	Childcare on non-domestic premises

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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

Children's Links Childcare @ Great Steeping is one of four settings run by the Children's Links organisation. It was registered in October 2007 and operates from Great Steeping Primary School in the village of Great Steeping, Lincolnshire. The school playground and playing field are used for outdoor play. The club offers after school care to children attending the school and in holidays offers care to children from the local community. The club operates after school between 15.00 and 17.30 during term-time and between 08.00 and 17.30 in school holidays. The club is closed during the Christmas holidays. Children attend for a variety of sessions. There are currently 82 children on roll. The club is registered to care for a maximum of 32 children aged three to under eight years. Older children also attend. The club employs three regular members of staff including the manager. The staff are all experienced in working with school age children, two members of staff have, and the other is working towards, an appropriate childcare qualification. The setting is suitable for use by adults and children with disabilities because it is positioned on ground level and there are appropriate toilet facilities. The setting can support children who have learning difficulties and/or disabilities and those who speak English as an additional language. The club receives support from the local authority and is a member of 4Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides good before- and after-school care for children in the EYFS and beyond; it is a lively and enjoyable place, where children learn and play happily together. The club runs smoothly because it is led effectively and teamwork amongst staff is good. The club promotes good progress in both children's personal development and aspects of their learning. Relationships between children and staff are positive and staff provide a good balance of learning and leisure activities. The setting meets current welfare requirements and staff ensure that children are safe and well cared for. Managers are conscientious in overseeing the work of the club and regular self-evaluation of current provision puts it in a good position to improve further in the future.

What steps need to be taken to improve provision further?

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

- strengthen the newly introduced assessment procedures in order to support children's progress and increase the effectiveness of liaison with the school.

The effectiveness of leadership and management of the early years provision

The setting is led and managed effectively. The supervisor demonstrates a very positive attitude, providing a good role model for staff and children. He ensures that staff are deployed effectively so that the children are always well supervised. Communication is effective within the well-established team who plan together and share useful information gathered about the children. Staff ensure that all children get full access to the full range of activities on offer, and are diligent in promoting equal opportunities. The setting has responded to recommendations made at the time of the last inspection. The club's managers have drawn up effective policies to ensure children's welfare, which they review regularly. Training in such matters is up to date for all staff. Staff have the appropriate first aid qualifications and actions they have taken have improved food storage procedures to a good level. Managers are keen to ensure that children receive a high level of care and that parents and their children are happy within the setting.

Assessment information is beginning to be used more effectively to support future planning but this process is not embedded. The setting recognises the need to strengthen procedures to support good progress across the range of learning offered. There is also a desire to increase the effectiveness of liaison with the Early Years Foundation Stage of the school, so that important information about progress can be shared. Risk assessments are carried out regularly and the security of the site is a high priority. All the necessary recruitment and vetting procedures are carried out although the evidence of these is not always recorded in a systematic way. Staff consult regularly with parents and gain useful insight about children's strengths and preferences, and a helpful notice board for parents further supports communication. Children work and play in a safe environment because and staff carry out regular safety checks before the session begins. At the time of the inspection, safeguarding arrangements were met and in line with current government guidance.

Managers are committed to formalising its arrangements for staff to evaluate the effectiveness of current provision. Current arrangements give the club a good capacity for further improvement although there remains scope for such procedures to be strengthened and embedded further in management routines. The setting enjoys very good relationships with parents and works effectively in partnership with them.

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

The club makes a strong contribution to the personal development of children and staff plan a broad range of activities that complement all areas of learning well. As a result, children thoroughly enjoy their time and are often disappointed when the session comes to an end. Children are free to choose from a range of activities such as construction, art, craft work, puzzles, writing or playing games. There is regular access to information and communication technology (ICT) through the

school's ICT suite which supports the scope of children's learning and leisure activities. Staff strike a good balance between allowing the children to follow their own interests and intervening to guide them in a way that ensures that children are purposefully engaged throughout the session. Staff observe children at work and play and report points of interest to parents. Planning activities build on children's prior learning appropriately and the arrangements introduced this term to formally record children's attainments are beginning to further support planning and develop liaison with the Early Years Foundation Stage department of the school.

Children's well-being is of great importance to all staff and they are conscientious in putting the club's welfare policies into practice. There are thorough checks on all facilities and resources at the start of every session. Records show that fire drills are regular and children are clear about how to evacuate the premises appropriately in the event of an emergency. Occasional accidents are dealt with properly, because staff now have appropriate qualifications in first aid for young children. There are thorough records that enable staff to inform parents of all accidents or of other incidents that could be of concern to them. Staff are clear about the club's child protection policy and are trained or briefed on its implementation. There is a detailed and clear system to ensure that places in the setting are pre-booked and this enables managers to secure appropriate adult to child ratios at all times. Similarly robust systems ensure that only parents or known carers collect children.

Children's personal development is good because staff care conscientiously for their needs. Staff have high expectations of children's behaviour. The children respond well, because relationships between children and staff are good and children say that they trust the adults and feel safe and well cared for. Staff place a high priority on developing children's independence and strategies, such as, expecting children to make choices or to prepare their own snacks, working well in this regard. The club promotes healthy lifestyles well. Snacks are healthy and children report that 'there is always some fruit'.

The club makes good use of the school's outdoor play provision, including a climbing wall and other apparatus, and there is a wide range of equipment available. A strength of the setting is the way that it brings together children of different ages and, in doing so, promotes friendships across the ages and a high level of mutual care and support. Parents say they are pleased with all that the club provides and are happy to entrust the staff to look after their children.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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