

# Bluebell's Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY361432
<b>Inspection date</b>	09/09/2009
<b>Inspector</b>	Julie Firth

<b>Setting address</b>	Waterloo Primary School, Worthington Street, Ashton-Under-Lyne, Lancashire, OL7 9NA
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<b>Email</b>	
<b>Type of setting</b>	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

Bluebells Out of School Club registered in 2007. It is one of two clubs owned by an organisation and operates within Waterloo Primary School, which is located in the Ashton-under-Lyne area of Tameside. The club operates from three rooms in the school. Children have access to a fully enclosed outdoor play area. Access to the club is via a ramp to the building. The club serves the children from the school and a local primary school.

The club is open each weekday from 7.30am to 9am, and 3.15pm to 6pm during term times. The club is registered for children in the early years age range, and is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently seven children, in the early years age range, on roll. The club supports children who have English as an additional language, and those with special educational needs and/or disabilities.

There are five staff employed, which includes the managers of whom are all qualified to level three in childcare or play work. The club work closely with Tameside Sure start.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Inclusion is generally well promoted, and children enjoy the time that they spend in the club. Activities provided are fun. Observation and assessment is in place, but not fully developed across all areas of children's learning. The managers and staff demonstrate a sound awareness for continuous improvement, and they are beginning to use self-evaluation to help them to monitor the service provided. The club have established suitable relationships with parents. However, there are few systems in place to enable them to contribute to their children's learning and progress. Some emphasis is put on links with the schools and the club have shown a commitment to working with Tameside sure start.

## What steps need to be taken to improve provision further?

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

- continue to use assessment to plan the next steps in a child's developmental progress and regularly review this approach
- deliver the six areas of learning through planned, purposeful play, with a balance of adult-led and child-initiated activities
- continue to work in partnership with parents, by sharing information and involving them more in their child's continuous learning and development.

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

The manager and staff ensure that the welfare of the children is fully safeguarded. They have a sound knowledge of the signs and symptoms of abuse and procedures to follow should there be concerns about a child's welfare. The managers have attended further training to keep up to date with legislation. Good rigorous risk assessments both in door and outdoor are in place to ensure that risks to children are minimised. These are reviewed regularly and children are well supervised. All documentation relating to the welfare of children is detailed and stored to ensure confidentiality.

The group are starting to work together to promote an inclusive service to children and parents. Procedures are in place to monitor and evaluate the provision, which takes into consideration the views of outside agencies such as Sure start. Both managers work well together to motivate staff and are beginning to drive improvement. They support staff to access training to enhance their professional development. The managers and staff have worked hard to ensure that all actions set on the last inspection have been met. A good emphasis has been placed on all safety issues, and on going planning ensures children receive an enjoyable and learning experience to meet their individual needs. Two staff are now in place to operate the breakfast club, and a qualified deputy manager has been identified to work with the children. New staff now undertake an induction, and are given the new handbook which contain policies and procedures of the club. Future plans are indicated to involve parents more in their children's learning, and to develop the early years foundation planning and assessment systems.

Parents show great satisfaction for the care their children receive. A notice board in the classroom displays what activities their children are taking part in. Staff communicate with them daily. However, they are given few opportunities to enable them to comment or contribute to their children's learning. They have established links with the school head teacher on the premises. Furthermore, they are beginning to link with the staff responsible for delivering the Early Years Foundation Stage to the children attending the club.

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

Planning and observations demonstrate that the staff have a growing awareness of the learning and development requirements of the Early Years Foundation Stage. Photographic evidence in the children's booklets indicate a sufficient balance of adult and child led activities. They are beginning to plan around children's individual interests. However, planning is in the early stages and not covering all the six areas of learning in depth. Children are making some progress given their starting points. However, assessments do not contain enough detail to track children's development across all areas of their learning. The staff question and interact well with the children to encourage them to become independent learners. The organisation of resources in the environment encourages their self help skills,

as they learn to give out snacks and help tidy away the toys. Children move around their immediate environment with confidence, and have freedom of movement between the indoor and outdoor play ground.

Children's differences are recognised, they celebrate some festivals and learn about other countries giving them an awareness of diversity. They behave well and they clearly respect each other and learn to share. They are encouraged to make friends and play well alongside their peers. Communication and language skills are developing as they listen during story time and have access to books in the school library. They also use writing materials during the session. Mathematical concepts are promoted throughout daily routines. For example, they count in familiar songs and estimate how many bricks they can see? Furthermore, they talk about shapes.

Thought is given to developing children's knowledge and understanding of the world. Children have access to a variety of programmable toys and taste foods from different parts of the world. They have some opportunities to engage in meaningful role play and a varied range of creative opportunities. For example, children enjoy dressing up and organise a film night. They create a flower collage, participate in art and crafts, bake cakes and make a bracelet.

Children learn how to manage their own health and hygiene. They are encouraged to independently practise their personal care in the bathroom. A healthy lifestyle is encouraged through exercise. They are able to use the school playground every evening and join in football and team games. Children enjoy nutritious foods and fruits at snack times and water is available at all times. They are learning about keeping themselves safe, for example, they adhere to their boundaries within the designated areas of the school. Good emphasis is put upon raising children's awareness of personal safety. Through activities they are learning to take responsibility for their own actions. They practise fire evacuations procedures on a regular bases, and are made aware of the potential dangers of the road wearing bright coloured clothing. Furthermore, they learn about people who are involved in helping to re-enforce safety. They constantly remind each other to not run about, and contribute to making ground rules to whilst having fun.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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