

# Outburst After School and Holiday Club

Inspection report for early years provision

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**Unique reference number** EY339937  
**Inspection date** 15/02/2010  
**Inspector** Judith Anne Kerr

**Setting address** The Scout Hall, 37 Woodbourne Road, Sale, Cheshire, M33 3SY  
**Telephone number** 01619051639  
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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

Outburst After School and Holiday Club has been registered since 2006. It is run by Outburst Limited and operates from two rooms in the Scout Hall in the Brooklands area of Sale, Greater Manchester. The club is open from 7.30am to 9am and from 3.30pm to 6pm each weekday during school term time. It is open from 8am to 6pm during school holidays. A collection service is provided during term time from Brooklands Primary School. There is an enclosed outdoor play area.

The out of school club is registered to care for a maximum of 40 children at any one time and is currently caring for a total of 18 children in the early years age range on a variety of placements. The out of school club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are nine staff who work with the children. Five of the staff are qualified. The club receives support from the local authority in Trafford.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff demonstrate a high level of awareness of the Early Years Foundation Stage (EYFS) requirements. Children follow their own interests and enjoy a wide range of stimulating and imaginatively planned activities which support their welfare, learning and development well. A strong emphasis is placed on meeting their individual needs as staff establish purposeful partnerships with parents and others to ensure consistency and continuity for children's welfare, learning and development. Procedures and practices, which are mostly effective, contribute towards the safety and welfare of the children. Beneficial processes are in place to monitor and evaluate the setting and target specific areas for improvement which are continuous and ongoing.

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

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

- further increase opportunities to develop children's self-help skills at snack times
- provide opportunities to acknowledge and value children's work through displays
- further develop the systems to monitor the continuing suitability of all staff looking after children.

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

Staff knowledge of safeguarding procedures is good. They are familiar with potential signs of abuse and know how to report concerns appropriately. Risk assessments for the premises and outings are regularly completed with additional daily checks of the premises. These contribute towards keeping children safe. Policies and procedures are comprehensive and detailed to ensure that most of the relevant criteria have been met so that they effectively promote children's welfare. The recruitment and selection of new staff ensures all adults working with children are vetted and qualified, but the systems in place to ensure they continue to remain suitable for their role do not extend to all staff. The required documentation is available, detailed and well organised.

The group continually strives for improvement and has high aspirations for the quality of care and learning it provides for children. Staff are well informed about the setting's policies and procedures and implement these effectively. Children benefit from a cohesive staff team who are highly motivated, enthusiastic and very committed to providing a stimulating environment. Training is used to enhance staff's knowledge and understanding of child development and the requirements of the EYFS. Self-evaluation considers the views of staff, parents and children in identifying areas for ongoing improvement. Improvements made since the last inspection enhance children's safety and the information available for parents.

Staff place a high priority on establishing positive partnerships with parents and as a result, this is a key strength of the setting. Parents receive comprehensive information about all aspects of their child's welfare, learning and development. Their views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are met. Questionnaires, newsletters and suggestion boxes provide further opportunities for parents to put forward their thoughts. These are always acknowledged by staff even if they are not feasible at the time. Parents receive ongoing information about how they can support and consolidate their child's learning at home. Well organised systems are in place to share information with other professionals to ensure seamless experiences across the settings children attend which deliver the EYFS.

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

Staff have a comprehensive understanding of the EYFS requirements and ensure that these are firmly embedded in daily routines and practice. They automatically exploit learning opportunities across all areas of learning throughout the activities as they develop to ensure all children reach their full potential. Planning is organised in relation to each child's current knowledge and provides a framework for their future understanding and learning. Children are given time to complete tasks, particularly when they are fully engrossed and absorbed in their play, as routines are flexible to respond to their interests. Activities are led by the children themselves and they are encouraged to develop their critical thinking and

creativity. Some children show a real interest in performing arts so staff arrange regular talent shows for them to demonstrate their skills.

Baking activities are extremely popular with the children. Each child has their own bowl in which they weigh and measure ingredients and stir and beat the mixture. They make pancakes, bread and cakes and always enjoy being able to eat the finished product. Children particularly enjoy exciting craft activities, such as decorative bottle art, making masks for Halloween and wooden spoon people with wool for hair. They make sea and land scenes using paper mache and collect feathers for making hoopoe birds. However, their work is not displayed in the premises to show them it is valued.

Excellent use is made of the outdoor play area which is continually evolving and developing. Staff have included some inspirational and innovative ideas to engage children's interest. Children plant and grow their own potatoes, harvest them when ready and then wash and prepare them prior to enjoying being able to eat them. This helps them to understand where the food they eat is actually from. Tree stumps are used to build and construct with and tyres suspended from the tree provide exciting swings. The children play outdoors in all weathers, with wellington boots and boiler suits providing protection from inclement conditions. For example, in the snow or wet weather, children wrap up warm and have great fun making snowmen or splashing in puddles. Children enjoy a ride on the tram followed by a visit to the science and industry museum, and walk to the nearby park where they slide and climb on the equipment.

Children appreciate the excellent range of healthy and nutritious snacks. These are freshly prepared daily, with menus being varied and extensive. However, the children are not provided with opportunities to learn to serve themselves at snack times. Different festivals and events are celebrated along with opportunities to taste traditional foods from other countries, such as India and China. Shrove Tuesday sees children making pancakes for snack and they chop and arrange their chosen toppings on pizza. The children eat fresh fruit every day and relish the wonderful cakes which they have made themselves. Children know why they need to wash their hands before baking and eating, and learn that germs can be transferred to food and make them poorly. Stories, fire drills and regular road safety discussions ensure children know how to stay healthy and safe. Staff present positive role models to children; the children behave well, are polite and courteous.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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