

# Owls Club

Inspection report for early years provision

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**Unique reference number**

316775

**Inspection date**

13/10/2010

**Inspector**

Zahid Aziz

**Setting address**

Hollins Grundy Primary School, off Hollins Lane, Bury,  
Lancashire, BL9 8AY

**Telephone number**

07801042080

**Email**

**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

Owls out of school Club opened in 1996. It operates from three rooms in Hollins Grundy Primary School which is situated in a quiet semi-rural area of Bury. The club has access to a small kitchen area, toilets, a large outdoor play area and the school's computer suite. The children attending the club attend the school.

The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to provide 32 places for children from four years to under eight years. There are currently 51 children on roll. Of these 13 are under eight years, and of these, five are within the Early Years Foundation Stage.

The club operates each weekday during term time only from 7.30 am to 9.00 am and from 3.30 pm to 5.30 pm. The club supports children with special educational needs and/or disabilities. Six staff, including the manager, work directly with children. Of these three have relevant childcare qualifications at Level 3 and two have Level 2 qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff meet the welfare needs of children in the Early Years Foundation Stage well and keep children safe, happy, included and active. Staff are in the early stages of evaluating their practice, recording observations about children's learning and using this information when planning activities to cater for individuals' different needs and to complement the provision of the school. Satisfactory leadership, management and self-evaluation provide the club with satisfactory capacity to continue to improve, although the quality of recording of some information is inconsistent. Parents' and carers' happiness with the care their children receive is demonstrated by comments such as, 'Staff communicate in time, look after my child well and meet my needs too'.

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

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

- develop procedures to make systematic observations and assessments of each child and use the information to guide the planning of activities and provision that is complementary to other providers delivering the Early Years Foundation Stage
- develop the systems of self-evaluation to prioritise and secure continuous improvements in provision and outcomes for children
- develop the risk assessments so that it covers anything a child may come into contact with.

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

Risk assessments are carried out on a daily basis and due attention is paid to ensuring safeguarding requirements are met. Adults are checked for their suitability to work with children. However, the risk assessments do not always cover everything a child may come into contact with; for example, the slip hazard created by fallen leaves is not sufficiently addressed. Clear policies and procedures are in place to promote safety.

Staff ensure that all the children are fully included and supported to participate in the range of activities on offer. The club very successfully promotes equality and diversity through a wide range of exciting activities celebrating diversity around the world and the involvement of all children in the development and evaluation of these activities. Leaders have effectively addressed the issues identified for improvement at the previous inspection. Through satisfactory self-evaluation, they have informally identified the main strengths and weaknesses of the setting. However, their evaluation is not yet sufficiently precise to pinpoint exactly how to improve the provision for children within the early years age range.

The club is well resourced and makes effective use of the accommodation and facilities. Children use the outdoor area to undertake active physical play sessions, such as energetic football or cricket games, and the hall for team games. Parents and carers are well engaged in their children's learning. They have the chance for informal discussions about their children's progress and are provided with a good range of information about the club through the school newsletter. Partnerships with the school are established, although this does not yet extend to sharing planning or information about children's progress. Partnerships are less well established with other early years professionals and providers delivering the Early Years Foundation Stage.

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

Staff organise interesting games and tasks for children that sustain their enjoyment and concentration while successfully promoting their social development, team working and independent skills. Purposeful celebration of events such as Spain Day, during which children made beautiful celebration shakers, helps them to develop a good knowledge of other cultures and beliefs. The younger children enjoy supporting older ones when they take on the role of leaders for games but there are fewer opportunities for them to take responsibilities themselves. Staff manage children's behaviour consistently. Consequently they are polite, courteous and behave well. Children cooperate with each other during activities and they value and enjoy each other's company. They say, 'the staff make us feel safe,' and show that they feel reassured by the adults' presence. Consequently, they settle quickly and want to get involved in the varied activities provided. Staff actively engage with children, creating a harmonious and lively atmosphere. A healthy breakfast and afternoon snacks are available each

day, from which the children make their own choices. As a result, children's health is promoted well. Good hygiene routines are well established for before and during eating and tidying up afterwards.

A variety of activities is offered at each session which gives children opportunities for learning across all the six areas of learning in the Early Years Foundation Stage, although the range is more limited in the shorter morning sessions. Activities include art, craft, construction toys, games of skill and more energetic games outdoors. Children are also able to access a quiet area if they feel tired. This range of activities provides opportunities for children to develop their skills at their own pace in an informal and friendly atmosphere. Children engage well with these activities, for example, before going to school they all lay down and play sleeping lions, overseen by two older children. Staff know the children well and spend time talking with them, offering advice, encouragement and support throughout the sessions. This also helps them to develop their confidence and skills in different areas. However, staff do not yet make formal notes on children's progress, nor do they link their observations to extending or changing the activities they provide or share information regarding children's progress with the school. Children with special educational needs and/ disabilities and those for whom English is an additional language are well supported and have their needs met also.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2

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

The quality of the provision in the Early Years Foundation Stage	3
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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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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