

# Firbank School's Out

Inspection report for early years provision

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**Inspection date** 22/03/2011  
**Inspector** Sheila O'Keeffe

**Setting address** Firbank County Primary School, Grasmere Road, Royton,  
OLDHAM, Greater Manchester, OL2 6SJ

**Telephone number** 01706 882 249  
**Email** joyce@schoolsout4quality.co.uk  
**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**

Firbank School's Out is privately owned and managed. It was registered in 2000. It operates from a classroom within Fir Bank Primary School in Royton, near Oldham. There is a secure fully enclosed playground for children's outdoor play. A maximum of 30 children aged under eight may attend the setting at any one time. The setting currently takes children from three years of age and also offers care for children aged eight to 11 years of age. The setting operates Monday to Friday during term time from 7.30am to 9am and from 3pm to 5.30pm.

There are currently 34 children on roll. Of these, 13 are under eight years and of these six are within the early years age range. The setting supports children with special educational needs and/or disabilities. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work directly with the children, all of whom hold an appropriate qualification at level 3 in early years. The setting receives support from the host school and from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Fir Bank School's Out provides a welcoming, caring, safe and inclusive environment where children can relax and have fun learning with their friends. Their individual needs are well met and they make good progress in their learning and development. Overall, the manager and staff are continually seeking ways to develop the provision and outcomes for children, demonstrating good capacity for continuous improvement. Partnership working with parents and carers is excellent. Staff have developed a good partnership with the host school and other early years professionals, which effectively supports children's individual needs.

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

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

- enhance the use of self-evaluation by fully involving all staff in identifying the setting's strengths and priorities for development.

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

Detailed safeguarding documentation and clear recruitment procedures are in place to ensure children are safe. Staff are vigilant and good arrangements are followed for children's registration on arrival and safe collection. The suitability of adults working with the children is checked and staff are appropriately qualified and regularly attend training to ensure their knowledge and skills are up to date.

Staff are secure in their knowledge of the setting's policies and procedures, enabling them to deal with any concerns that may arise about health and safety. Detailed risk assessments and premises checks, inside and outdoors, ensure the environment is clean and safe for children.

The clear routines, organisation and attention to children's individual needs ensure they are all included and share equal opportunities throughout the setting. Effective systems to share information with the host school, such as individual care, progress and achievements benefits the children, ensuring their needs are well met. This is particularly true for children with special educational needs and/or disabilities. Staff actively promote equality and diversity and ensure children are fully integrated.

Engagement with parents and carers is excellent. Comments made by parents are extremely positive and they express how much they value the setting and the enjoyment of their children. Detailed and regular parent questionnaires also support this. Communication is highly developed through daily conversations with staff, an extensive information area and through regular newsletters. This ensures parents and carers are extremely well informed. The setting is committed to embedding ambition and driving improvement. It demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Targets set are honest and realistic. However, whilst self-evaluation is good it does not yet fully include all staff on a regular basis in identifying areas for development in order to enhance the current successful practice. Staff do however work well as a team and regularly share information and observations of children to inform their planning.

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

Children are very well cared for and make good progress in their learning and development. Staff routinely ask children about their interests and gather their opinions about future activities they would like to take part in, which forms the basis of the planning. Staff respond well to the needs and interests of the children and provide them with good opportunities to follow their own interests, which encourages independence. They promote language development through their good questioning and support with activities. The setting places strong emphasis on social, physical and creative skills through play but also ensures other areas of learning are addressed.

Children have an excellent awareness and understanding of healthy lifestyles. They enjoy an outstanding range of healthy snacks and wash their hands before eating and at other appropriate times. They have a garden area where they eagerly plant and grow vegetables and fruit. They take part in an extensive range of physical activities with a wide range of equipment which supports their well developed understanding of why they should keep themselves fit. Children can rest and relax in quiet areas and enjoy a wide range of books. The spaces are well planned with easy access to clearly labelled resources. For example, one group of children enjoy rolling out the road mat and playing with a range of vehicles whilst chatting

amongst themselves.

Children demonstrate excellent levels of co-operation and behaviour, enabling them to interact and spend time enjoying each other's company. They gain a strong, early awareness and appreciation of difference and multicultural society. For example, children explore positive images that reflect different religions, cultures and special educational need and disability issues. Children are developing a strong sense of how to be safe through discussions with staff and support from older children who are courteous towards them. Children enjoy the activities on offer and spend quality time with their friends. They are extending their learning and development in a fun environment. Overall, all children make good progress, enjoy themselves and are well-prepared for life outside the school day and future learning experiences.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children make a positive contribution	1
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