

# Brookside Out of School Care Club

Inspection report for early years provision

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<b>Unique reference number</b>	309793
<b>Inspection date</b>	09/06/2011
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<b>Setting address</b>	Brookside Community Primary School, Bright Street, Clitheroe, Lancashire, BB7 1NW
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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

Brookside Out of School Care Club is run by a committee and was registered in 1999. It operates from several rooms within Brookside County Primary School in Clitheroe, Lancashire. Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged from four to under eight years may attend the setting at any one time. The setting also offers care for children aged eight years to 11 years. The setting is open Monday to Friday from 7.45am to 8.45am and from 3.30pm to 6pm during term time only. Children can attend a variety of sessions.

There are currently 89 children on roll. Of these 51 are under eight years and of these six are in the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff who work directly with children. Of these, three hold a qualification at level 3 in early years, and three hold a qualification at level 2 in early years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are active, happy and settled in this bright, clean and inclusive environment. They are established communicators and independently access a good range of resources and activities which reflect their interests and ideas. Partnerships with parents and carers and other professionals are appropriate, although still developing in some aspects. An effective system of self-evaluation and reflective practice ensures the setting has a good capacity to maintain and improve practice. Well structured and thorough policies and procedures safeguard children and promote their well-being.

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

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

- extend relationships between all other early years settings which children attend to improve opportunities to communicate information which will secure their continuity of experience
- extend the two-way flow of information, knowledge and expertise between parents and practitioners to ensure effective communication.

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

Staff have a good knowledge of safeguarding policies. They are aware of procedures to follow if they have concerns and acknowledge a responsibility to keep children safe. Detailed policies and procedures reflect current Local Safeguarding Board guidelines. A robust system of staff recruitment and vetting is used to establish staff's suitability to work with children. Comprehensive annual and daily risk assessments ensure a safe and secure environment for all children.

Children's welfare and safety is nurtured through particularly effective staff interaction and skilful use of space, equipment and technology. For example staff use walkie talkies to communicate children's location. The setting promotes equality and diversity through an extensive range of resources and equipment which depict positive images of gender, ethnicity and special educational need and disability. Children's understanding of the wider community is effectively promoted through the celebration of various religious and cultural festivals and through visitors to the club. For example, children learned about fire safety during a visit from the fire service.

A good self-evaluation system combined with detailed action plans and reflective practice has positively impacted on practice and outcomes for children. Liaison with a Sure Start advisor has benefited staff's knowledge and understanding of the Early Years Foundation Stage and interpretation of policies and procedures. These practices demonstrate a good commitment to maintain and improve practice. Staff form friendly relationships with parents and carers of children. Initial information about children's likes, dislikes and interests are requested at the time the children start attending in order to give staff a basis for planning activities that the children will enjoy. However, the ongoing two-way flow of information, knowledge and expertise between parents, carers and staff to ensure effective communication is less well developed due to the current system for the arrival and departure of children. There are appropriate links with other early years practitioners to ensure that individual children's needs are planned for. However, sharing of more regular information about children's on-going progress and achievements with other early years settings, where children also attend, is not fully established in order to ensure a complementary curriculum and continuity of experience.

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

Children are happy, confident and secure in their environment. They demonstrate independence and good self-esteem as they are engaged and motivated to learn. Children's communication, language and literacy skills are encouraged through the provision of a wide range of books, writing equipment and technology for example a karaoke machine and walkie talkies. Children are skilful users of a computer, games console and other technological and programmable equipment such as remote control toys, metal detectors and replica kitchen appliances. Such skills ensure children are equipped for future success.

Staff demonstrate a consistent and reasonable approach to behaviour management and are good role models. Children display their understanding of rules and acceptable behaviour as they challenge any inconsistencies, for example inappropriate language by peers. As a result children's behaviour is very good, they happily take turns and share resources and display sensitivity and courtesy towards staff and their peers.

Snack time is a social occasion whereby small groups of children eagerly converse and interact. An outdoor shaded area offers children an alternative snack time experience. Children have input into the choice of menu and their opinions are valued and considered. They are encouraged to make healthy choices and often select fruit smoothies, noodles and pitta bread as options. They have access to water and fruit throughout the session. Children are reminded of, and clearly understand the benefits of physical activity. They also take responsibility for personal hygiene and acknowledge the need for hand washing before eating to 'get rid of germs'. These practices ensure that children understand the importance of adopting healthy lifestyles.

Children are familiar with fire evacuation procedures and routinely ask permission to move to another play area in compliance with setting rules and staff ratios. They are aware of rules for the safe use of equipment and are mindful of the different areas for boisterous and peaceful activities. The extent to which children make a positive contribution is supported well. Children contribute to the planning process and have developed a 'wish list' for resources culminating in fund raising events. This has fostered a sense of community and camaraderie. Children's learning journals display their good progress in learning and development and a clear understanding of individual needs and next steps. This demonstrates that outcomes for children are good.

## 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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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	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