

# The 'O' Zone Out Of School Club

Inspection report for early years provision

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EY431546

**Inspection date**

20/03/2012

**Inspector**

Denise Sixsmith

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The 'O' Zone Out Of School Club is owned and managed by St Bede Services Limited. It registered in 2011 and operates from Bedford Hall Methodist Primary School, in Leigh, Lancashire. Children have access to the school hall, a designated out of school classroom and the outdoor play area. The setting is registered on the Early Years Register and both parts of the Childcare Register.

The out of school club serves the local area and is registered for 30 children under eight years, of whom no more than 30 may be in the early years age group. There are approximately 50 children on roll of which seven are in the early years age range. The club is open five days a week from 8am until 9am and again from 3.15pm until 6pm during term time. The club also opens during school holidays from 8am until 6pm and is accessible to all children and their parents. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There is a team of four staff including the manager of whom three hold a National Vocational Qualification at Level 3 and one at level 2. The club has achieved the Wigan Quality Standard Award, a Healthy Business Award and receives support from the local authority.

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

Overall the quality of the provision is outstanding.

Children are extremely happy, confident and well cared for at this very welcoming and inclusive club. They thoroughly enjoy their time with the highly committed and enthusiastic staff who skilfully plan and provide an array of activities which, overall, support children's welfare and development. Excellent partnership working with parents and schools ensures that children's welfare, learning and development needs are met in a highly consistent way between their home, school and club. The manager and staff know the club's strengths and areas for development extremely well and they review its provision constantly so that the club has an outstanding capacity to improve further.

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

To further improve the high quality early years provision the registered person should consider:

- develop further the ways in which new and younger children can more readily express their choice and access to resources.

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

Children are safeguarded exceptionally well. All staff receive regular safeguarding training and there are extensive child protection procedures in place to ensure any concerns can be dealt with appropriately. Staff have an outstanding understanding of safeguarding issues including the possible signs of abuse and the procedures to follow should they have concerns about a child in their care. Children are protected by the club's robust recruitment procedures as these ensure that they are cared for by suitable, very experienced and well-qualified staff. The building security is robust and clear rules are in place for the children this ensures their safety when parents and visitors arrive. Clear, comprehensive risk assessments are in place, including those for outings during the holiday clubs. Regular staff training ensures a high level of awareness of any potential risks to the children. All potential risks are rigorously assessed. First aid training is undertaken by staff to ensure that minor accidents are dealt with in a highly effective manner. Children are engaged in regular fire evacuation practices to ensure they are clear about the appropriate action to take in the event of an emergency.

The environment is bright and clean; resources are of very good quality and are used exceptionally well. The club is very welcoming, accessible and inclusive. Morale is high and, through excellent teamwork, staff support each other and receive good supervision. Staff deploy themselves extremely effectively to support the children, this enables regular outside play and extra support to be given to younger or new children. The staff work very closely together and monitor the children's progress meticulously so that they can be sure of providing the best opportunities for them. All children are clearly valued and their needs supported to a significantly high standard. All records are in place, meet requirements exceptionally well and are readily available for inspection.

The manager drives ambition extremely well. Self-evaluation is ongoing and targets for improvement reflect the high expectations of all involved in the club and their commitment to sustaining the outstanding quality of the provision. For example, regular meetings are held with the sister clubs to ensure consistency especially during the holiday periods when the clubs join forces to provide care. The club works consistently well with its host school to make the best use of resources and to discuss operational issues to ensure that it runs at an optimum level. For example, plans are in place for the development of a new room for the club. Whilst choice and access to stored resources has been improved for most children it is not as well developed for new or younger children. Staff send out regular information and frequently seeks parent, carers and children's views through surveys. The manager responds enthusiastically to their views which are used to help evaluate the provision accurately. Children's contributions and ideas are highly valued and used to develop the club, for example, through producing their own menus and activity plans.

Partnerships with parents are outstanding. The notice boards, communications log books, regular newsletters and parents evenings ensure parents are kept extremely well informed and up to date about any changes. Relationships with

parents are very friendly and relaxed as they chat about care arrangements and the day's events at collection time. Parents state that the staff are 'very friendly, approachable and always go that extra mile'. They say that 'the club offers a first class service that gives them peace of mind'. Parents feel that their children enjoy every minute while they are at the club and that there are lots of different activities on offer for them.

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

Children readily enter the club and immediately choose their preferred activity, showing high levels of interest. An excellent balance of adult-led and child-initiated play is provided. Staff demonstrate extremely good levels of interest in what children say and do and enthusiastically engage in their play. 'Learning journey' records, produced by the children's key workers, provide a comprehensive view of the children's development while they are at the club. Staff promote and plan a variety of inspiring activities which focus on the children's interests and link in with the school's themes. For example, children can engage in planting bulbs and seed in the garden area with a member of staff or drawing and colouring on very large sheets of paper indoors. Younger children enthusiastically put on water proof jackets and trousers and enjoy painting the outside walls with large household brushes and water. They laugh with glee as they produce a trail of water blobs on the pathway around the garden area for others to follow. Children spontaneously chose to dress up and play the wide variety of musical instruments with gusto. Their independence is encouraged superbly well, for example, as they chose from a selection of healthy crackers and crisp breads and spread their choice of topping on them at snack time. Children independently help themselves to drinks and chose fruit from the fruit bowl throughout the session.

The club has worked hard to achieve a Healthy Business Award of which they are all extremely proud. Children benefit from an array of freshly prepared breakfasts and snacks which constitute a very healthy and balanced diet. Children know they must wash hands before eating or after using the toilets. Documentation is in place which informs staff of any health or dietary issues children may have and records are kept of accidents or incidents. Children behaviour is extremely good. This is because the staff provide lots of praise and encouragement and place emphasis on valuing each child's contribution to the club. For example, children are encouraged to take ownership of their behaviour by helping to compile the clubs positive rules. They are careful around other children and considerate as they play and manoeuvre the sit and ride toys in the outdoor area. Children learn about personal safety as they, pick up toys, use resources responsibly and have discussions about stranger danger and enjoy planned visits from the fire fighters. Staff ensure that children are provided with an abundance of opportunities to take on roles of responsibility. Older children are encouraged to support new or younger children at the club as well as taking on helpful roles. Children readily volunteer to collect up the plates and beakers after snack to help staff. Children's work is valued as their pictures are displayed and some wonderful large photograph books record their

time at the club and on outings. Staff take the opportunity to assist the children to develop a very good understanding of different cultures when they learn about festivals and special occasions such as Eid, and Easter. Children make a positive contribution and learn very good skills for the future as they work together to raise money for charity. They are particularly excited and proud of their sponsorship of 'Barney' a dog at a charity dog's home and have made a superb display to celebrate this achievement.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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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