

# Morris Green Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY431545
<b>Inspection date</b>	05/04/2012
<b>Inspector</b>	Rachel Ayo
<b>Setting address</b>	St. Bedes C of E Primary School, Morris Green Lane, BOLTON, BL3 3LJ
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<b>Type of setting</b>	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.

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## Description of the setting

Morris Green Out of School Club has been operating for approximately 13 years, however, it was re-registered in 2011 as a limited company with charitable status. It operates from four classrooms within the primary school building, the main hall, library, ICT suite, green room, quiet room and the nursery classroom. There is a fully enclosed area available for outdoor play. The out of school club is situated in the Morris Green area of Bolton in Lancashire within St. Bedes C of E Primary Academy. The setting primarily accommodates the children who attend the school.

The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 60 children under eight years, all of whom may be in the early years age group. There are currently 105 children on roll aged from four to 11 years. Hours of opening are Monday to Friday term time only from 7.30am to 9am and from 3.15pm to 6pm. A holiday club operates from 8am to 6pm Monday to Friday during all school holidays.

There are seven staff working directly with the children, of whom four hold a level 3 childcare qualification and the manager holds a level 4 childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective as a result of excellent leadership and management within all tiers of the organisation. There are overall meticulous policies and procedures which are stringently followed by staff to promote children's welfare and a superb range of exciting activities are provided to promote children's learning and development. Children's individual needs are highly considered and met and they are undoubtedly involved fully in the life of the setting. Highly positive relationships are established with parents and carers and partnership working with others is good. Leaders and managers are successful in inspiring the staff team to work towards meeting or sustaining ambitious targets and excellent self-evaluation reflects rigorous monitoring in order to identify what is done well and what needs to be improved.

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

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

- review the supervision of children during toileting routines to fully ensure they are safeguarded
- make provision (space or partitioned area) for children who wish to relax or play quietly, equipped with appropriate furniture.

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

Children are effectively safeguarded in most aspects. Excellent recruitment, vetting and induction procedures ensure that children are protected and cared for by a well qualified staff team who are very well informed about their roles and responsibilities. Adults receive regular safeguarding training to ensure they have a good knowledge of possible signs of abuse or neglect and the procedures for reporting such concerns. Risk assessments are generally extremely thorough in identifying and minimising hazards to children. For example, the security of the premises and outdoor areas is exceptionally robust and outings are meticulously planned. Adults stand at the end of a corridor to observe children going into the toilets, although at times early years children are accompanied by older children as part of the buddy system, which means that supervision issues have not been fully considered. Documentation is extensive, reviewed regularly and maintained to a high standard to promote the efficient and safe management of the setting.

Comprehensive information is obtained from parents in order to meet children's individual needs and promote inclusion and there are stringent procedures where children have a particular health or dietary requirement. An excellent range of activities and celebrations helps children learn about their own and others' cultures and beliefs and resources depict diversity positively. Adults undoubtedly ensure there is no gender bias and children readily take part in all activities. A superb range of information is displayed for all parents including details of key worker groups and staff photographs, planning and the Early Years Foundation Stage. Holiday activity programmes are given out along with newsletters and children complete 'Speech Bubble' forms at the end of each week showing their parents what they have been doing. Parent's evenings are planned to discuss children's development and revisit policies and procedures. Close links are held with school staff in order to compliment topics and discuss children's individual learning where additional support may be required.

The staff team undoubtedly embed the high standards set by management and morale is high. There is an exceptionally strong commitment to continuous improvement, including the professional development of staff. Regular visits are undertaken by the senior management team, six monthly internal audits take place along with staff and management meetings and appraisals. Action plans are exceptionally well targeted and demonstrate extensive improvement in many areas with extremely robust systems to monitor their implementation and impact. Questionnaires, extremely complimentary, enable parents to share their views, and children are undoubtedly involved in the running of the setting and have excellent opportunities to share their views and ideas, for example, through the wish box, planning sessions and surveys.

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

Children's personal, social and emotional development is superbly fostered through an excellent key person system and comprehensive individualised observational assessment. 'All about me' forms and discussions with children and parents enable staff to get to know each of their key children. Children take part in a vast range of play opportunities and individual play plans enhance the continuous provision. Staff plan around excellent topics, such as, 'Easter' and 'Spring' where children make, for example, origami tulips, Easter bonnets for the parade, bunny biscuits, animal collages and polystyrene egg decorations. Any key issues that arise from observations and weekly evaluations are highly considered by staff and help inform the following weeks planning which incorporates children's interests and ideas and any further support or extension required. Children's sense of belonging is fostered further as they help to set up their own homework, gardening or mathematical mini clubs.

Children's all round good health is promoted to a high standard and they are undoubtedly learning about healthy lifestyles. They have daily access to fresh air and exercise and excellent outings, for example, to the seaside, bowling or activity centres. Substantial freshly prepared and nutritious meals and snacks are provided. Mealtimes are extremely sociable occasions and children take turns to be table captains where they develop a sense of responsibility. Children harvest many fruits and vegetables at the allotment, for example, helping to pick and wash potatoes, and they help to care for chickens, feeding them and collecting eggs. They also make hot cross buns and experience the aroma and change in consistency as they bake and rise. Staff model and encourage generally effective hygiene routines. They use gloves and aprons when serving food and children readily wash their hands, for example, before meals, although they do not readily do so before selecting a piece of the readily accessible fruit. Children learn about many aspects of dangers and how to stay safe as they partake in topics, such as, 'People who help us' and circle times are used as an additional forum for helping children to learn about keeping safe as are visits from the Police and Fire Service.

Excellent relationships are observed at all levels as children link up during many activities where they show excellent cooperation and turn taking, for example, on the computer and when playing outdoors. Children are exceptionally well behaved as a result of their involvement in setting the out of school club rules and innovative reward systems. They readily make choices from a welcoming environment that is organised in an accessible manner with a variety of activities which children show high levels of interest in. Although, there is no clearly designated area for children to relax or play quietly if they wish to do so. Adults demonstrate excellent levels of interest in what children say and do as they enthusiastically engage in their play, asking questions and providing challenge, for example, as they teach a new skill, such as, skipping. They show delight, excitement and excellent positive reinforcement to foster children's self-esteem and confidence as they almost master this. Children are eager to show off their Easter pictures to adults and communicate confidently with each other during the

activity.

## 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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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	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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met