

# Burnley Bees Out of School Club

St. Marys RC Primary School, Holcombe Drive, BURNLEY, Lancashire, BB10 4BH

## Inspection date

15/03/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children thoroughly enjoy their time at the club and benefit from a good range of activities that promotes their learning while they have fun.
- Children develop good communication and language skills because staff interact effectively with them as they play.
- Children's welfare is effectively safeguarded by knowledgeable staff.
- Children develop warm relationships with staff. They are happy to be picked up from school and enjoy the range of activities presented to them when they arrive at the out of school club.

### It is not yet outstanding because

- There is room to strengthen partnerships with the host school, so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support children receive to further their very good progress.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector spoke to the manager and the staff. The inspector looked at observations and information regarding children in the early years age group.
- The inspector spoke to some of the children to find out about their interests and what they enjoy doing at the club.
- The inspector sought the views of the parents as they collected their children.
- The inspector observed children taking part in activities in the club room and having their snack.

## **Inspector**

Linda Shore

## Full Report

### Information about the setting

Burnley Bees Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in various rooms and the hall of St Mary's RC school in the Burnley area of Lancashire and is managed by a provider. The setting primarily takes children from St Mary's RC School, with places available for children from other schools in the local area. There is a fully enclosed area available for outdoor play.

The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications. One holds Qualified Teacher Status and others are qualified to at least level 3. The setting opens Monday to Friday before and after school from 7am until 9am and from 3pm until 7pm. Holiday care is provided from 7am until 7pm. Children attend for a variety of sessions. There are currently three children attending, who are within the early years age group.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- strengthen partnership working with the host school by ensuring there are robust communication links, so that children fully benefit from a shared understanding and common approach to supporting their progress.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy the time that they spend at the out of school club and are happy to be collected by staff from their classrooms and from other local schools. Staff have a good knowledge of the learning and development requirements and use this well to provide a range of interesting experiences on a daily basis. Staff provide activities covering all areas of learning. As a result, children are interested and motivated to learn and individual needs are well met.

Children make independent choices as they enjoy choosing from a wide range of facilities, toys and resources and have regular access to the outdoor area. Children develop expressive language skills as they sit together and enjoy their snack. They talk with their friends and staff about activities, which they have enjoyed at school and about significant events in their lives, for example, upcoming birthday celebrations. A good range of creative materials are available and children construct with a purpose in mind, using a

variety of resources. They create cards and drawings using their imaginations, such as the brightly coloured picture of the 'rainbow car'.

Children have regular access to the school's computer suite where they use educational and fun programmes. This means that children are learning vital communication technology skills for the future. A quiet zone is available in the library where children can relax and read in a comfortable environment after a busy school day.

Children's learning and development needs are well met as effective planning and assessment systems are in place. Children have individual books with observations made by staff. This information is linked to the areas of learning and staff talk confidently about children's next steps. Parents have access to this information, which ensures that they are kept up to date with children's progress. The manager and staff team provide opportunities to inform parents about how the out of school club delivers the Early Years Foundation Stage framework and how children's learning can be supported at home. Notice boards are well used to ensure that all parents and carers have access to this information.

### **The contribution of the early years provision to the well-being of children**

Children develop warm relationships with staff in the out of school club. This enables them to form secure attachments and promotes their well-being and independence. They are always happy to attend and children show that they are disappointed when they are picked up earlier than expected. They enjoy sitting together with the older children as they play creatively, making cards and pictures. For example, one child wanted to make a card for his father's birthday and all children joined in, creating cards for family and friends. At snack time, children all sit together and talk with staff.

Children behave well and respond appropriately to instructions. They are well mannered and polite. They demonstrate this when they remind each other about using their manners as they sit down before they begin their snack. This is because staff are good role models, they are deployed well and provide clear guidance for children about what is acceptable behaviour.

Relationships are strong at all levels and children are learning to respect each other. There is a stimulating and welcoming environment. This supports children's all round development and emotional well-being and provides a range of experiences that develop their growing independence and cooperation. The range of resources is steadily building up as numbers increase in this new club. Staff have a good understanding of, and give a high priority to, the safety of children. Registers are taken as children are collected from school and picked up by parents and carers, to ensure that they are safeguarded at all times.

Children are helped to develop an understanding of the need for physical exercise as they access the school playground and equipment. They learn why it is important to have a healthy diet as children have access to a snack during the first part of the session where

they enjoy making choices from a range of healthy foods and drink water. Meals provided are healthy, balanced and nutritious, prepared at the nursery owned by the same company and transported over daily. Children develop independence as they serve their own food. These skills are further enhanced when children help to collect, set up and tidy away resources. Children are collected from class at the host school by club staff. This helps young children make the transition between school and club and builds their confidence as they witness the confident interaction between the settings.

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

Staff demonstrate a good knowledge of the Early Years Foundation Stage and there are plans to attend training to further their professional development. The manager maintains an overview of the provision to ensure that children access a wide range of experiences, covering all areas of learning. Planning and assessment is monitored to ensure that children achieve well and make progress in their chosen play.

Children are safeguarded well as the manager has effective policies and procedures in place. The induction process for new staff is thorough and ensures that all staff understand their role and responsibilities in meeting the safeguarding and welfare requirements. An effective appraisal system and regular informal supervision are in place. Staff training needs are identified through this process. As a result, the interests of children are promoted as staff are provided with support, coaching and training. Children in the early years age group are looked after and collected by staff, who have paediatric first aid qualifications. Effective systems are in place to ensure that all staff working with children are suitable to do so.

Self-evaluation takes into account the views of staff, children and parents. Views are sought through regular meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to them or provide written comments. The manager has a strong drive to improve the out of school club and has a clear and successful improvement plan that supports children's achievement over time.

The manager and staff work well with those at the host primary school to meet children's needs. Relationships observed during the inspection are positive. Out of school club staff have been proactive in their approach to sharing information with school teachers. However, there is room to strengthen these partnerships, so that there is a more effective shared knowledge about children that will support continuity in their learning and achievements.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY455118
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	886984
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 17
<b>Total number of places</b>	93
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Padiwacks.co.uk Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01282 778 018

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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