

Outburst After School and Holiday Club

The Scout Hall, 37 Woodbourne Road, SALE, Cheshire, M33 3SY

Inspection date	15/11/2013
Previous inspection date	15/02/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are exceptionally motivated, very eager to join in and consistently demonstrate the characteristics of effective learning in this well-resourced, exciting, yet homely and nurturing environment. As a result, they make rapid progress in relation to their starting points.
- Key persons are highly skilled and sensitive and help children to form extremely strong emotional attachments and feel very secure within the club. Staff have an excellent knowledge and understanding of the children that they care for and skilfully support them in their next steps in learning.
- Children show high levels of self-control during activities and confidence in social situations and are developing an excellent understanding of how to manage risks and challenges relative to their age.
- Staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures and highly effective risk assessments successfully promote children's safety and well-being.
- Staff have excellent opportunities for professional development because the manager is highly committed to ensuring that staff have up-to-date skills and knowledge.

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 observed children's activities in the main hall and the outdoor environment.
- The inspector talked to the manager, staff, key persons and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessments and evidence of the suitability of staff.
- The inspector took account of the views of several parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Full report

Information about the setting

Outburst After School and Holiday Club was registered in 2006. It is run by Outburst Limited and operates from two rooms in the Scout Hall in the Brooklands area of Sale, Greater Manchester. The club is open from 7.30am to 9am and from 3.30pm to 6pm each weekday during school term time. A collection service is provided from Brooklands Primary School. There is a large enclosed outdoor play area.

There are currently 75 children on roll, 12 of whom are within the early years age range and the remainder are school age children who attend before and after school. Children attend for a variety of sessions. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are 10 members of staff who work with the children. Of these, five hold a playwork qualification at level 3, two hold a playwork qualification at level 2 and two are unqualified. The deputy manager holds a playwork qualification at level 5.

What the setting needs to do to improve further

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

- consider the implementation of a peer observation system to further enhance the evaluation of staff's performance and constantly improve and build on their already first-rate practice.

Inspection judgements

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

Staff have an excellent knowledge of the Statutory framework for the Early Years Foundation Stage, which they successfully translate into outstanding practice. They provide an extremely good range of activities that capture children's interests and support their physical and communication and language skills and personal, social and emotional development exceptionally well. For example, children develop excellent social skills as they play cooperatively with each other, take turns, swap resources, negotiate and problem solve when carrying out activities. Older children are superb role models for the younger children and regularly help them with tasks, such as making construction models. The qualified volunteer is a valuable asset to the club. His excellent practice is based around children being active and learning lessons for life through the provision of stimulating, exciting and challenging activities and experiences. Children learn to communicate well, share, listen to others and resolve differences as they gradually become more confident. They demonstrate their self-assurance as they ask to speak to the inspector about the club and say how much they enjoy attending. Staff successfully

promote children's communication and language skills as they provide opportunities for them to talk for a variety of purposes. They sit with children at tables, listen to them and support them during their activities to improve their learning. Problem-solving tasks are provided to develop children's critical thinking skills and team building activities promote positive relationships and encourage children to explore new friendships.

The outdoor environment provides children with a wealth of opportunities to develop their physical skills and also promotes their confidence, perseverance and ability to cooperate as they play. For example, children develop extremely good large muscle control, coordination and balancing skills as they use scramble nets, climb ladders and complicated climbing equipment and swing from ropes. They develop confidence in their abilities as they consistently practice their skills, with the sensitive support from staff. The indoor environment is highly stimulating and exciting and well organised into learning areas, which enable children to make independent choices about what they want to do. Consequently, children are thoroughly engaged in planned, purposeful play that keeps them interested and motivated to learn. Staff complete precise and accurate observations of what children like to do and respond to their needs by planning the resources, environment and activities to reflect their interests and next steps in learning. Consequently, children make excellent progress in relation to their starting points as the activities provided are tailor made to meet their individual developmental needs.

Parents are fully involved in their children's learning because they access children's records and regularly share information with staff about what their children have been doing at home. Staff work hard to forge close links with the school that children also attend. They gather information about the themes that children have been learning about in school, so that they can enhance their learning in the club. For example, when children learn about habitats in school they become particularly fascinated by bugs, insects and worms. Staff capitalise on this interest by developing a digging area for children to explore small creatures and encouraging them to lift up rubber mats to discover the creatures that live underneath. This practice results in a high level of learning that meets the individual needs of all children.

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

The key person system is highly effective and well embedded, which helps children form secure, emotional attachments and provides a strong base for their personal, social and emotional development. Children select resources independently and learn to plan and initiate their own learning as they explore the high quality resources and activities provided. They confidently seek reassurance and support from staff if they need help or comfort. Children are well settled in the club because staff have an excellent understanding of their likes, dislikes and routines and communicate daily with parents. Children demonstrate their confidence as they keenly express their views of the club. They say that 'staff are helpful and friendly' and that they 'have a wonderful time, making things, baking and playing outside'. Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. For example, they teach children about road safety as they walk to and from school and practice regular fire drills. Furthermore, children demonstrate an acute

level of safety awareness and managing risks as they learn to understand their own limitations when using the climbing equipment outdoors. For example, children explain, 'I don't climb up there, it's too high for me and I don't feel safe, but I will do one day'.

Staff provide clear and consistent boundaries and consistently implement the behaviour management policy to teach children about appropriate behaviour. As a result, children's behaviour is exemplary and they demonstrate a kind and helpful attitude towards staff and each other. They demonstrate friendly behaviour as they play harmoniously together and work closely as a team. Older children are superb role models for the younger children who learn valuable lessons from their examples of excellent behaviour. For example, older children help younger children to make construction models by explaining how to use a screwdriver. In addition, when there is no space at the table for a child to make a necklace, an older child says, 'here, you can have my place, I'll come back later'. As a result, children learn the dispositions, attitudes and personal and social skills that prepare them exceptionally well for future learning.

Children enjoy a healthy, balanced diet and all dietary needs are respected and met. For example, staff ensure that children are provided with a vegetarian alternative meal or snack, so that all children feel valued and included. Children enjoy healthy snacks and regular drinks to support their physical well-being. They develop their independence skills as they are actively involved in preparing food, such as noodles and vegetables, and make decisions about when they need a drink. Children are fully aware of the need for and benefits of healthy food, fresh air and exercise in order to sustain energy and to grow and develop. They demonstrate a mature understanding of the importance of good hygiene practices. The accessibility of coat pegs, hand washing facilities, anti-bacterial soap and paper towels ensure children are competent at managing their own personal needs. Staff are caring and sensitive and adopt a nurturing approach, which ensures all children feel valued and respected and they clearly thoroughly enjoy their time at the club. Children play, learn, develop and have fun in this extremely friendly, welcoming and homely environment.

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

Leadership is inspirational and self-evaluation is well documented, highlighting the strong emphasis on maintaining high levels of achievement for all children. Strengths and areas for development are clearly identified and targeted plans are in place to secure continuous improvement. Children and parents are involved in the process through discussions. Their views are actively listened to and ideas and suggestions are implemented. High quality systems for professional supervisions are in place, based on staff's self-appraisals and discussions during one-to-one meetings with the manager. However, the system of evaluation of staff performance through peer observation is less well developed in order to encourage staff to learn through honest and critical reflection. The manager is fully committed to supporting staff to develop their knowledge and understanding through relevant training. Staff are encouraged to attend courses that will improve their practice and they regularly attend conferences to build on their existing knowledge and skills. As a result, children benefit from the wealth of knowledge gained that is then successfully

translated into excellent practice to further improve their learning and development.

Staff have an excellent knowledge and understanding of how to protect and safeguard all children. For example, there are detailed, robust policies and procedures in place for safeguarding and rigorous recruitment and selection procedures ensure that all staff are safe and suitable to work with children. All staff have completed safeguarding training and have a comprehensive knowledge of what to do and who to contact if there are any safeguarding concerns. Comprehensive risk assessments are in place and rigorous daily checks of the environment and resources ensure that children are exceptionally well protected. Accidents and injuries are meticulously recorded and staff understand their responsibilities to inform Ofsted of any significant incidents or serious accidents. This means that children can play and learn in a completely safe and secure environment. Staff have an exceptional knowledge of the educational programmes and consistent and highly accurate monitoring ensures that children experience a broad and balanced range of experiences that help them progress rapidly and successfully towards the early learning goals. Assessments are consistent and precise and children's progress is carefully monitored to ensure children who may need extra support are quickly identified.

Children's needs are exceptionally well met through highly effective partnerships between the club, parents and the school. Parents are extremely complimentary about the club and are very keen to voice their opinions about how impressed they are with the service provided. They describe the club as 'wonderful', 'fabulous' and 'top notch'. Parents say that children 'settle in very quickly and benefit greatly from the relationships they make with staff and other children'. They say that they know their children are 'happy and thoroughly enjoy their time in the safe, secure and stimulating environment'. Parents particularly value the extensive opportunities that children have to play outside in all weathers. They comment that the outdoor environment is a key feature as to why they chose this club for their children to attend. They say 'children need opportunities for fresh air and exercise, particularly when they have been at school all day' and 'it is so important for children's well-being and learning and development'.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY339937
Local authority	Trafford
Inspection number	938578
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	75
Name of provider	Outburst LTD
Date of previous inspection	15/02/2010
Telephone number	01619051639

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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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