

Morris Green Out of School Club

St. Bedes C of E Primary School, Morris Green Lane, BOLTON, BL3 3LJ

Inspection date	14/02/2014
Previous inspection date	05/04/2012

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

- Safety and security of children is of the utmost priority at all times and there are highly effective strategies in place which successfully help children learn how to manage their behaviour.
- Staff have an excellent understanding of how to provide exciting activities and a dynamic environment that effectively complements the support for children's progress through play and promotes their well-being.
- A key strength of the club is the embedded use of children's views and interests in order to ensure the planning to meet their needs at all times. Children are very happy and confident as a result.
- Information exchanged with school regarding children's interests, progress and well-being is frequent and detailed, which helps staff to provide excellent support for children's learning and care. Parents are exceptionally well-informed about their children's well-being and activities.
- There is a highly purposeful approach to continually enhancing the quality of provision for children through rigorous evaluation. This draws on views from parents, staff and other professionals, but most of all from the views of children who attend, in order to give them a very strong sense of ownership.

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

- A range of information was reviewed by the inspector in order to prepare for the inspection.
- The inspector toured the rooms that can be used by the after school club.
- The inspector observed activities in the school hall and viewed toys, resources and equipment.
- Documents related to planning and observation of children's learning, as well as for supporting their welfare, were examined on the day of the inspection.
- Discussions were held with the manager of the provision, along with the nominated person and the inspector also spoke to members of staff when appropriate.
- The inspector asked the manager about how the activities provided for children complemented their progress in school and how this is evaluated in order to make further enhancements to this.
- The inspector also took account of the views of parents and children spoken to on the day.

Inspector

Jennifer Kennaugh

Full report

Information about 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. The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Morris Green area of Bolton in Lancashire, within St. Bedes Church of England Primary Academy. The club has the use of four classrooms within the primary school building along with the main hall, the library, the ICT suite, the 'green room', the quiet room and the nursery classroom. There is a fully enclosed area available for outdoor play.

Hours of opening are Monday to Friday, during term time from 7.30am to 9am and from 3.15pm to 6pm. The holiday club operates from 8am to 6pm Monday to Friday during all school holidays. There are eight staff employed to work directly with the children, of whom five hold a childcare qualification at level 3 or higher and one is qualified at level 2. The setting primarily accommodates the children who attend the host school during term-times, along with children attending other schools during the holidays. There are currently 75 children on roll aged from three to 11 years, of whom 23 are in the early years age range. Support and advice is provided by the area manager of the owning limited company and also by the local authority.

What the setting needs to do to improve further

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

- embed and evaluate the recently implemented additional methods for parents to help enhance the planning for children's progress, to ascertain their effectiveness and ways to build on this.

Inspection judgements

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

Children's ideas are primarily used to plan the range of activities offered each day in the club. This is because they are asked each week what they would like to see next offered at the club, as part of the planning. Staff use their excellent observations and knowledge of individual children's interests, along with any identified needs to provide an extremely broad range of activities at each session. They also use information from class teachers about children's progress at school to inform the planning process, due to the very close and highly effective partnership with the host school. Consequently, activities support children's enjoyment of their leisure time, as well as complementing their learning in the classroom. For example, before school holidays, children are asked to vote on themes, such as 'castles' to decide which theme should be given to a week. Staff then plan a highly

comprehensive set of activities, for example, puppet making, large scale modelling with recyclable materials to make a castle and a masquerade ball after seeking children's ideas further. This continual emphasis on using the views of children during planning means that children are observed to be highly engaged with activities at all times during sessions. As a result, the opportunities for learning are excellent. Staff are provided with frequent opportunities to ensure that they maintain up-to-date records of observations about children's progress through play. These are then used for future planning for learning in the club and are also shared with teachers and parents as needed. The acting manager has recently implemented 'weekend sheets' for parents to complete about their children's experiences, activities and play away from the club. This is to provide additional information for staff to plan even more effectively for children's enjoyment and learning. However, this is too recently introduced for its effect on the quality of provision to be fully ascertained.

Staff provide excellent opportunities for children to engage in role play, and also offer simple dried foods, such as pasta shapes to the resource. This enriches the possibility for imaginative play in a role play cafe kitchen and provides an exploratory play experience as children handle it. Communication and language skills are also exceptionally well-supported through activities such as these. Construction toys are available to help support children's fine manipulative and creative development. Staff plan simple but highly effective activities which can be adapted to the age and interests of children using constructions toys, such as 'how to build the tallest tower'. This means that children are provided with opportunities to practise problem-solving in a play-based environment and also develops their excellent awareness of shape and space. Staff plan a number of activities each session to match the range of children's abilities to make marks or write. For example, children can opt to make cards, trace their way through mazes with pencils or colour in pictures. This means that they are also able to use their creativity while solving problems or developing their fine manipulative skills. Staff sit with children to talk about their chosen activities, developing their communication and language to a high level by encouraging them to use full sentences in their replies. This supports children's thinking and also their ability to produce written as well as spoken sentences when needed. Cushions and books are provided to make an area for children who wish to relax quietly, and also any child who wishes to complete homework is able to access a quiet space to enable them to think and concentrate. Excellent opportunities are available for children to use information communication technology and to use the library area. This means that children have weekly access to computers to enhance their skills gained in school time, and also to enjoy reading as part of complementing their literacy work in school.

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

Care is taken to ensure that children are always in the presence of at least one paediatric first-aid trained member of staff, on and off the premises, and that a first aid kit is always available. Consequently, any first aid emergencies can be dealt with correctly in order to protect children's well-being. All staff are required to undertake first aid training as part of their induction in order to enhance the support available in the event of any accidents. Children are supported to maintain excellent personal hygiene by being sent to wash their hands before snack times. They are asked each week for their views about the following

week's food, to enable them to learn about making healthy choices and they also have frequent opportunities to help prepare their own snacks. A variety of drinks are accessible to children during sessions including breakfast. As a result, children can learn to meet their own needs for these. Meals and snacks are extremely healthy and substantial and take full account of children's dietary needs and preferences. Children have excellent opportunities to develop independence at meal and snack times, such as by clearing away any leftover food then washing their own eating utensils. Staff provide ongoing opportunities for children to play with resources indoors and outside that develop their whole-body co-ordination, such as hoops. This is because the manager ensures that there is always space available for children who choose this, to engage in physical play. As a result, children can freely choose when to participate in exercise as part of learning about its importance in a healthy lifestyle. Outings to local parks and playgrounds are regularly provided in the holidays, and at these times, children are encouraged to bring their own bikes and scooters to the club so that children have additional opportunities for exercise. The club also makes use of visits to the host school's allotment to grow vegetables and children tend, pick and prepare these for snacks. This provides excellent additional learning experiences about where some foods come from and which of these contribute to a nutritious diet.

Each child in the club is allocated a key person, to provide continuity of support for children's emotional well-being. In order to support exchange of information, key persons speak to parents about children's welfare and activities when children are collected. Parents' evenings are also held for discussion of children's well-being and activities with key persons. Staff are careful to draw parents' attention at handover times to any accident reports from school that children bring with them after school, to keep them fully informed in order to protect children's well-being. As a result, parents are exceptionally well-informed about their children. Outdoor play is available daily and staff deploy themselves effectively to ensure that children are extremely well-supervised in their play, in order to keep them safe. There are checks made to the outdoor areas before children use them to support their safety. For example, the gates leading from the premises are locked to prevent unauthorised access to children playing outside or prevent children from leaving unsupervised. Children's security is an utmost priority with measures, such as a bell to alert staff to parents arriving to collect, and a password system to ensure that any other adults collecting children in an emergency are authorised to do so. The club makes highly effective use of visitors, such as the community police to speak to children about how to stay safe. Children's behaviour is excellent because the club uses a reward scheme to reinforce the use of good manners and social skills. For example, children earn raffle tickets to have a chance to win small prizes, such as preferred activities for the following week. The use of daily group activities at breakfast sessions supports children learning about how to take turns and listen to others politely. Toys and resources are highly accessible to children and the selection available supports all areas of learning. As a result, children can make a wealth of choices in their own play and develop their own ideas.

The club seeks highly comprehensive information from parents prior to children joining in order to support for children's well-being. Parents can give permission regarding a range of matters, such as if children may be photographed, and for the club to share information about children with the host school. This helps to protect confidentiality in a way that suits the needs of children and their families. Children new to the club are observed closely in

order to meet their need for adult support while they settle in, to support their emotional well-being. The manager demonstrates an excellent understanding of the importance of detailed care plans for children with special educational needs and/or disabilities when this is needed, in order to support their well-being and inclusion in the club.

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

Safeguarding is effective due to staff receiving regular, externally delivered training and the club having thorough policies and procedures to protect children's welfare. All documentation to protect children's welfare is complete and exceeds statutory requirements in order to support the safe and effective running of the club. There are meticulous risk assessments for the premises and outings so that children can safely participate in activities on and off the premises during both the holiday provision and the wraparound sessions. Rigorous daily checks are made of the premises to ensure that they are safe and fit for purpose. Correct staff ratios or better are maintained at all times, to help support children's safety, learning and play. The company has ensured that a well-qualified and highly experienced member of staff from within the company is acting as manager to cover maternity leave. This means that the club provides an excellent standard of care and activities, while continuing to implement innovations. For example, the manager demonstrates an excellent understanding of how to use the rooms available to the club and how she can deploy staff effectively to meet children's needs, depending on factors, such as, children's ages, interests and length of attendance.

Recruitment procedures are rigorous in order to ensure that staff are suitable to care for children. This includes for any staff recruited from the host school, in order to determine their knowledge, understanding and attitudes to working with children in a play-based environment. New staff are supported by effective induction, including frequent meetings with the manager to discuss their progress and next steps in development. This means that children's well-being and progress is supported because new staff have strong guidance regarding the excellent standards of practice expected from them. An ongoing programme of meetings for staff and managers within the club and between other managers in the company provides opportunities for practice to be shared. This also supports staff to make contributions to the evaluation of the setting, in order to bring about continuous improvement. Performance management is highly effective at ensuring staff and managers provide an outstanding standard of care and activities for children, due to the meticulous organisation of the appraisal system. For example, the area manager regularly observes staff and managers so that feedback can be given at supervision meetings to ensure that they are always clear about the very high standards expected of them. Unqualified staff are strongly encouraged to work for relevant qualifications in childcare, as professional development is expected of them, in order to better support children's care and learning.

Self-evaluation is highly purposeful and covers all areas of practice, using the Ofsted self-evaluation tool. As a result, the pace of continuous improvement is exemplary, because self-evaluation is integral to the setting's ethos. For example, evaluations are written daily to identify where enhancements can be made to staff practice or the activities offered.

Monitoring is in place for the record-keeping regarding planning and observation for individual children's learning. Staff demonstrate a highly robust knowledge and understanding of the needs of children in their key groups in order to support their progress. As a result, children participate in activities that complement their learning in school and that meet their needs. Partnership with the host school is very close, and there are frequent opportunities to exchange information about children's progress. Consequently, both settings work extremely well together to help children learn, develop and be happy. Parents are asked for their views regularly by questionnaire in order to ensure that the club meets the needs of children and the childcare requirements of families. Children's views are given a very high priority and many of the activities offered each week are as a result of discussion with children to ascertain their changing interests and preferences. Overall, the leadership and management of the club is exceptionally well-organised and dynamic in its approach to continually enhancing the quality of provision.

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	EY431545
Local authority	Bolton
Inspection number	952275
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	75
Name of provider	St Bede Services Limited
Date of previous inspection	05/04/2012
Telephone number	0120461899

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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