

Bluebell's Out of School Club

Waterloo Primary School, Worthington Street, ASHTON-UNDER-LYNE, Lancashire, OL7 9NA

Inspection date	15/10/2014
Previous inspection date	09/09/2009

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		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

- The club's social and recreational ethos is promoted well through a balance of child-initiated and adult-led activities, which are stimulating and challenging.
- The well-embedded key-person system helps children to form secure emotional attachments with staff who skilfully support their play.
- The educational programme is well-planned because skilled and knowledgeable staff work in close partnership with key people at school to complement children's learning.
- Arrangements for safeguarding children are embedded. Clear child protection policies and procedures are implemented in partnership with the school to promote children's safety and welfare at the club.
- Working in partnership with parents is an integral part of the provision. As a result, children's individual learning needs are quickly identified and met highly effectively.
- Systems for self-evaluation are rigorous. Areas for development are regularly reviewed and prioritised to continually improve children's care, learning and play.

It is not yet outstanding because

- Staff do not always obtain sufficient information from parents and the school to fully provide for children's differing daily nutritional requirements.

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 looked at the premises in relation to health and safety.
- Children's activities were jointly observed and discussed with the club's manager in relation to teaching and learning.
- The inspector looked at children's records of achievement, observations and assessments, in addition to other relevant documentation.
- The inspector checked evidence of staff's suitability, qualifications and discussed issues arising from the club's self-evaluation and action plans.
- The inspector took account of the views of children and a parent spoken to on the day.

Inspector

Cathleen Howarth

Full report

Information about the setting

Bluebell's Out of School Club registered in 2008 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club is owned by private individuals who provide out of school care for children attending Waterloo Primary School and Canon Burrows Church of England Primary School in Ashton-under-Lyne. The owners run two other out of school clubs and a pre-school. Children use a base room, the main hall and library within Waterloo Primary School and all children have access to the school's outdoor play areas. The club is open during term time, Monday to Friday, from 7.20am to 9am and from 3pm to 5.45pm. Currently there are 77 children attending and, of these, 10 children are within the early years age range. Children attend for a variety of sessions. There are four members of staff who work directly with the children and all hold appropriate early years qualifications at level 2 and 3. Two members of staff, including an apprentice, are currently working towards a qualification at level 3. Two students currently work at the club. The owners are supernumerary and both hold appropriate early years qualifications at level 3. They work closely with Tameside Sure Start.

What the setting needs to do to improve further

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

- obtain even more information from the school and parents to fully promote healthy eating for children attending the before and after school club.

Inspection judgements

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

The club's social and recreational ethos is consistent in enabling children to learn through their play and clearly promotes the characteristics of effective learning, such as playing and exploring, active learning and creating, and thinking critically. Staff place strong priority on supporting children's personal, social and emotional development, promoting their physical development and reinforcing and extending their communication and language skills. Securely embedded systems are in place to provide a broad range of stimulating activities that complement children's learning at school. Staff work collaboratively with staff from school and they know individual children well, such as their interests and capabilities. For example, as children show an interest in the fire service, staff provide stories about a firefighter and related activities.

Ball games, such as football, are an effective way to promote children's physical, personal, social and emotional development. For example, children are learning about winning and losing and how to responsibly manage moments of excitement, frustration and disappointment. They are consistently encouraged to have a go and try again. Children's communication and language skills are promoted well. For example, staff use open

questions and children learn to follow simple directions and to express their thoughts, ideas and concerns in a coherent way. Children have great fun playing outside on the Trim Trail. The objective is to progress from one challenge to the next, mainly without touching the ground. As children step from one wooden stump to another, they learn how to balance. This leads onto the next challenge. Children use the monkey bars to swing to the end of the course. This helps to develop muscle tone and coordination skills. Children also manipulate small objects and they draw, colour, paint, cut and paste to promote hand-and-eye coordination and to develop their manipulative skills. They produce art work and make family portraits and colour in butterflies. Staff promote and model social acceptability and behaviour consistently well. They complement learning at school and home when they model skills and attitudes, such as table manners. At circle time they use open questions to discuss activities, which interest children who are encouraged to share their thoughts and feelings with other children and to find solutions by working collaboratively with their peers. There are continuous opportunities for children to investigate and explore, mark make and access different resources and materials. They use a variety of techniques to explore colour, line, shape, space, form and texture, which helps to develop children's visual, spatial and tactile awareness. Resources and activities successfully promote diversity in the wider community. For example, staff provide musical instruments, food tasting sessions and role-play items, so children dress up in costumes and wear associated accessories. Children enjoy playing memory games and using resources to build and construct.

The children's key person regularly completes written observations. Staff listen and take note of what they see and hear. Observations and comments from children, parents and other key persons are obtained and effectively identify children's individual interests, learning styles and capabilities. Staff track children's achievements with an assessment tool, which clearly demonstrates children are working comfortably within the typical range of development expected for their age. Children's activities are planned and organised well to support their next steps in learning. Good levels of consistency enable staff to facilitate children's learning and development well by modelling activities, asking open-ended questions, encouraging children to pronounce words correctly and praising children's achievements. Children's learning at home is continued. They borrow resources from the club to use at home. This includes borrowing favourite story books, such as the one about a fireman and building a red fire station out of building blocks. Parents are routinely kept informed of their children's progress towards the early learning goals. Relevant information is shared with the child's key person to promote children's continuing learning and development. As a result of these effective measures, children develop the skills, attitudes and dispositions they need to be ready for their next stage of learning, in a familiar social environment.

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

Staff welcome children and their parents to the club and children feel valued and cared for. Introductory visits are organised to help children familiarise themselves with the club, and older children befriend and mentor children in the early years age group. Children entering the club are given a key person and placed in key groups with children from different age groups. Older children are able to give help and encouragement in an

atmosphere of mutual respect and understanding and this is strengthened through the many activities that take place. The children's well-being and performance is monitored carefully and any support is put into action, in a timely manner, through the children's key person, who works collaboratively with parents and other key persons where children spend more time, such as school. Children say that they feel safe and secure at the club and they know that staff will listen to them and support them.

Children enjoy fresh air and exercise through free-flow access to energetic outdoor play. Drinking water is always available for children to self-select. Staff teach children about the importance of eating healthily. Breakfast is provided at the club and a snack offered after school. Mealtimes are a social occasion when children relax and sit together to eat the nutritious food provided. Some children arrive at the club early in the morning and finish late. Some of these children take a packed lunch to school and it is not always clear to staff what children eat over time. This results in staff having fewer opportunities to promote healthy eating, in partnership with parents and school.

There is continuous, well-resourced provision for children who wish to relax and play quietly after a long day at school. Children learn about keeping themselves safe and they know not to run inside the club to avoid accidental injury. They practise the emergency evacuation procedure in case they need to leave the premises unexpectedly. Children learn about the effect their actions have on others. For example, minor disagreements are sorted out without adult intervention. Children know to reflect on what has happened and they think about what they can do to resolve the situation and to prevent the situation from escalating. Overall, children behave well and they are respectful and considerate towards each other. Measures like these, with consistent support from staff, enable children to feel safe and secure. Overall, staff encourage children to behave in ways that effectively promotes children's good health, well-being and understanding of risk.

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

Staff have secure knowledge and understanding of how to protect and safeguard children. Their awareness of child protection issues is secure. The club's child protection policy and procedure is fully understood by staff and implemented consistently because it complements the school's policy and procedure. Staff know it is important to keep up to date with changes to be sure that the children are protected while using interactive devices from home and at the club. Staff ensure these devices have secure and safe use of parental control and time manager limits, to restrict the time children use them.

There are robust selection, recruitment and vetting procedures in place, in addition to meaningful staff induction and supervision, to ensure only suitable adults work with the children. The club's manager, in collaboration with staff at school, takes responsibility for overseeing the educational programme and ensuring its effective implementation. As a result, children have access to a broad and balanced curriculum that focuses on the prime areas of learning and imaginatively covers all areas of learning. The manager organises regular staff meetings to ensure staff, students and the apprentice work closely together to promote children's best interests. Embedded systems are in place with key persons at

school to ensure relevant information is exchanged, to effectively promote children's continuing care and development. The manager and staff are committed to their work with the children. This is reflected in the low turnover of staff, from the core staff team, and staff's enthusiasm and the enjoyment they demonstrate when interacting with the children. There are effective systems for performance management. The owners and manager ensure that staff have ongoing opportunities for further training. This is discussed and agreed at staff supervision meetings and that any mandatory training is updated as required, such as paediatric first aid. The manager invited a health worker in to deliver staff training on diabetes. Consequently, health care plans are now in place, in partnership with parents and school to effectively provide for all children.

Collaboration with parents and other professionals is strong and makes a significant contribution to meeting children's individual needs. Priorities for improvement are clearly identified through effective self-evaluation in partnership with parents and children. The voice of children is effectively obtained when children evaluate activities with the staff. The club's action plan includes short-term, medium-term and long-term plans. For example, further staff training has been identified for the special educational needs coordinator and lead practitioner in relation to behaviour management. New parent and children questionnaires are a work in progress. The recommendations raised at the last inspection were implemented straight away to improve children's play experiences. Close monitoring of children's progress by staff, in liaison with other key persons at school, ensures that any gaps in learning are swiftly identified. Children receive the appropriate support and interventions they need, so that no child is disadvantaged. Adults share relevant information about children's learning and development and children are well supported as they move on to the next stage in their learning. Parents have easy access to a broad range of organisational policies and procedures including information about what to do and who to contact if they have any concerns. Feedback from parents is always valued and parents are complimentary. At the inspection, a parent made positive comments about the range of activities provided for the children who look forward to playing with friends in a welcoming, safe and stimulating environment.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY361432
Local authority	Tameside
Inspection number	878453
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	77
Name of provider	Victoria Hampson & Amanda Brooks Partnership
Date of previous inspection	09/09/2009
Telephone number	0161 330 1280

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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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