

# Northern Out of School Hours Club

Northern Primary School, Burnley Rd, BACUP, Lancashire, OL13 8PH

<b>Inspection date</b>	27/11/2014
Previous inspection date	27/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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

- Activities are planned considering children's interests and developmental needs, which means that children enjoy attending the setting and are making good progress in their learning.
- Practitioners are good role models of appropriate behaviour, consequently children behave very well in the setting.
- Partnerships with parents and carers are good. Good information is shared between the setting, school and home and this is of benefit to the children.
- Staff have a good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded at all times.

### It is not yet outstanding because

- Staff do not always consistently promote children's independence skills. For example, younger children are not regularly given maximum opportunity to choose and select what they want to play with.
- The manager does not always make full use of the opportunities for professional development during staff supervisions to ensure they are constantly improving their already good understanding and practice.

## 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 children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a tour of the premises.

## Inspector

Alison Regan

## Full report

### Information about the setting

Northern Out of School Hours Club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the school dining area of Northern Primary School in Bacup, Lancashire. The setting is managed by a private provider and is accessible to children who attend Northern Primary School. There is an enclosed area available for outdoor play. The setting employs nine members of childcare staff. Of these, all hold appropriate early years qualifications. The setting opens Monday to Friday from 7.45am to 8.30am and 3.20pm to 5.30pm term time only. Children attend for a variety of sessions. Currently there are 69 children on roll, of whom six are in 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:

- provide the younger children with more opportunities to choose and select what they want to play with, to promote their independence skills even further
- build on the programme of professional development during staff supervision to ensure they are constantly improving their already good understanding and practice.

## Inspection judgements

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

The quality of teaching is good because staff have a good knowledge and understanding of how to support young children's learning. Staff carry out observations of children and these are recorded in their own learning files. Staff fully understand that children may want some time to relax after a busy day at school and take this into account when planning sessions. This means that children choose how and when they engage with the broad range of activities on offer, increasing their motivation and readiness to learn. In addition to planned activities, staff consult with the children weekly to find out the type of activities they would like participate in, which ensures that the children feel valued and part of the setting. Staff use this information to inform planning based around children's interests and needs. Children also initiate their own activities. For instance, staff give children comfortable spaces and plenty of time to play uninterrupted, which enables them to direct their own learning. As a result, children are active learners and are able to work well independently and in small groups.

Staff welcome children warmly during collection time from the school. During the children's time in the setting, support for communication and language skills and personal,

emotional and social skill are effectively promoted. For example, children are encouraged to participate in a 'Show and Tell' activity. Children confidently talk about their school day and any news that they would like to share. As a result, children readily acquire the skills, attitudes and dispositions they need for continued learning as they gain confidence and independence. Staff further support children's learning well by talking to them as they play and become involved in activities where appropriate. For example, staff approach the children during a play dough activity where children are fine tuning their creations by moulding, sculpting and talking to others about what they have made. Staff ask children appropriately challenging questions and make suggestions to further enhance their creation. This encourages children to think, problem solve and extend their vocabulary. Children are very happy and animated as they play with their friends and staff in the setting. There is a lovely atmosphere in the setting as older children look after younger children and include them in their play. For example, they help the younger children with identifying letters on the magnetic letter board. As a result, children are learning to work and solve problems together.

Staff teach the children the importance of sharing and taking turns. For example, children take turns mixing ingredients when baking cakes. Staff encourage each child to have a turn and children remain engaged and excited due to the staff support and encouragement, which includes each child equally. Children help themselves to art and craft materials. They enjoy drawing, which effectively promotes their early writing skills and their creativity. Consequently, children are developing the skills and dispositions required for continued learning. Staff are consistent in ensuring that they keep parents well informed about activities planned for the children, by displaying this information on the parents' notice board. Staff greet and welcome the parents into the setting and share information about their child's achievements at the end of each session. This means that children are being well supported in their learning and make the best possible progress in the next stage in their development.

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

The key-person system in place ensures that children are making strong attachments and bonds with the staff and that their emotional well-being is consistently supported. Parents and children provide information upon entry, which provides the staff with detailed information on the child's care routines, likes, dislikes and dietary requirements. The staff tailor the care they provide for each individual child. As a result, the children settle into the setting quickly. Children demonstrate their sense of security as they confidently seek out their key person and other staff, to request them to play games and partake in activities with them. Which ensures that children feel safe and secure within the setting, and are able to freely approach staff which has a positive impact on their learning and development. Staff support children well to manage their own feelings and emotions through talking to them and offering them comfort and reassurance if they are upset or unsettled. Staff are very good role models and speak respectfully to children and model how to use good manners. Staff offer support and guidance during the children's play, occasionally offering sensitive reminders about sharing and taking turns. Children are polite and respectful towards each other, playing with and alongside their peers. This

positive approach teaches children what is expected of them as they grow up and, subsequently, children are very well behaved.

Healthy lifestyles are promoted in the setting as staff encourage children to manage their own personal needs. For example, they hang up their coats when they arrive and follow good hygiene routines as they wash their own hands before eating their snack. Menus are varied and dietary requirements are well catered for. Children are very well nourished because they are provided with a good variety of nutritious snacks. Snack time is a social occasion where children all age groups sit together to eat. Staff use this opportunity to encourage conversation and communication skills. Consequently, children feel a sense of belonging and develop confidence socialising with others. Children have opportunity to develop their physical skills because they have regular access to the outdoors. This further contributes to children developing their knowledge of a healthy lifestyle.

Children's independence and care for others is actively encouraged throughout the setting. For example, during snack time children take it in turns to be a monitor and they clear away the plates and cups when their friends have finished. Staff create an environment which promotes children's self-choice. Children can freely access resources from cupboards and units in the hall which are appropriate to the child's height and stage of development. However, at times, staff do not always consistently promote younger children's independence skills as effectively as the older children. For example, on occasions, staff select the resources for the younger children to play with. As a result, children are not always developing their growing independence. Detailed risk assessments are carried out to ensure that equipment in the indoor and outside environment is safe to use. Staff provide clear advice and instructions on how to use equipment and resources, so that children are able to manage their own safety and take appropriate risks. As a result, children are learning how to manage their own safety.

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

The leadership and management in the setting are good. Staff have a good knowledge and understanding of how to safeguard children in their care effectively. They are aware of the different types of abuse and their indicators, and know what action to take if they have a concern about a child. Staff are aware of the procedure to follow if an allegation was disclosed to them or made against them. All staff have a current Disclosure and Barring Service check and are suitable to work with children. The setting has a comprehensive set of policies and procedures, which are reviewed on a regular basis. These underpin staff practice. All relevant documentation is current and up to date. Accidents are recorded and reported to parents and other bodies as required. There is always at least one member of staff present at the setting with paediatric first-aid training. Consequently, children's well-being and physical safety is effectively promoted.

The manager has a good knowledge of the Early Years Foundation Stage and is responsible for monitoring the quality of practice across the setting. Staff use their good knowledge and understanding of the Early Years Foundation Stage, to provide children

with a range of challenging and stimulating activities. As a result, the quality of teaching is good and supports children in their learning and development. The manager encourages staff to undertake training to develop their skills and knowledge, for example, regarding safeguarding and food safety. However, she does not always make full use of the opportunities for professional development during staff supervision to ensure they are constantly improving their already good understanding and practice.

There are good systems in place to evaluate the provision and identify relevant strengths and weaknesses. This shows that they are committed to enhancing the quality of activities and experiences on offer for children. The views of parents and children are valued. Staff talk to children about what they would like to be introduced into the setting and seek the views of parents through verbal discussions and written feedback. As a result of the feedback from parents, staff have purchased further resources to help children to further develop skills in literacy development. Since the last inspection, the manager has ensured that the recommendations set have been fully met, and consequently, the manager has the capacity to improve this already good setting. Partnerships with the host school are very good. Staff liaise with teachers and parents, so that information is continually shared about children and used to promote their learning and development. This also ensures that intervention is sought at the earliest opportunity. Partnership working with parents is good because they are involved in what their children have been doing and say their children enjoy their time at the setting. Parents spoken to during the inspection comment that, 'Their children enjoy their time at the setting as the friendly staff provide plenty of activities for them to enjoy playing with'. Consequently, partnership with parents is strong, and ensures that children receive the support that they need.

### **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

<b>Unique reference number</b>	EY294654
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	872937
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Julie Ann Shaw
<b>Date of previous inspection</b>	27/02/2009
<b>Telephone number</b>	07874257794

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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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