

# Bright Stars Care Club

Whitegate End Primary School, Butterworth Lane, Chadderton, Oldham, Lancashire,  
OL9 8EB



<b>Inspection date</b>	2 February 2015
Previous inspection date	4 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Positive relationships have been formed between children and staff. Children invite staff to join in their play and are settled in the club.
- Children independently access a range of resources to support them in their play. Staff ask children their ideas and support them well as they play. Children are motivated and eagerly engage in activities and learning.
- Effective partnership working is in place with staff from the on-site school. Staff regularly meet with teaching staff to discuss planned activities in school. Planned activities offered at the club complement children's learning in school.
- Staff have knowledge of effective safeguarding practice and are aware of the authorities to contact should they be concerned about a child's welfare. Staff attend statutory training, which has a positive impact on children's safety.
- Children are well behaved because they understand expectations. Staff regularly praise children for their achievements, which promotes their self-esteem and desire to make a positive contribution.

### It is not yet outstanding because:

- Opportunities for children to consistently develop their independence skills at snack time are not yet embedded in practice.
- There is scope to improve opportunities for staff to further extend their effective skills and practice, such as by introducing peer mentoring to help them learn from one another.

## What the setting needs to do to improve further

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

- extend opportunities for children to develop their independence skills at snack time
- enhance staff's existing good knowledge by, for example, undertaking peer mentoring, so that staff may learn individual skills from one another.

### Inspection activities

- The inspector observed activities in the inside and outside environment.
- The inspector spoke with children, parents, staff and the manager during the inspection and took into account their views on the provision.
- The inspector undertook a joint observation with the manager.
- The inspector looked at children's records, evidence of the suitability of adults working in the setting and a range of other documentation, including self-evaluation and risk assessments.

### Inspector

Elisia Lee

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children's needs are supported well and they are enthusiastic and engaged in learning. Some staff have attended training and have good knowledge of the Early Years Foundation Stage. Activities support children's interests, such as making crowns using collage materials. Staff pose questions to children and set challenges. Staff play board games with children, role model turn taking and ask them to identify different numbers on the dice. Staff have developed partnerships with teachers at school and plan activities which complement learning at school. Activities offer a good level of differentiation to support children and their developing skills. Younger children enjoy using construction blocks, while older children enjoy playing cards with staff. Children with special educational needs and/or disabilities are supported well. Therefore, the impact of teaching has a positive effect on children's learning. Partnerships with parents are good. Staff speak with parents on a daily basis, send text messages and invite them into the club.

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

Staff create an environment which is welcoming and relaxed. Positive relationships are in place and children have formed secure attachments with staff. The key-person system allows staff to understand children's needs. Consequently, children's emotional well-being is effectively supported. Children learn to take risks that develop their skills further by using tools independently, such as scissors. Children access outdoor play every day, which means that physical skills are promoted. Children's independence is supported through choosing resources to initiate play. Daily snacks are provided incorporating a range of fresh fruit and vegetables. However, opportunities for independence while children are eating are not fully available. This is because all drinks and snacks are served to children by staff. Behaviour is good and staff regularly praise children and celebrate their achievements. Children are supported through times of change as staff collect younger children from school after the school day. Therefore, children gain the key skills they need for the next stage in their learning.

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

Staff have a good knowledge of effective safeguarding practice. There are appropriate systems in place for selection and recruitment, and suitability checks have been undertaken on all staff. Risk assessments and daily checks are undertaken to minimise risks and support children's safety. Staff have a good understanding of how to help children acquire new skills. The manager supports continued professional development through staff appraisals and meetings. Staff attend mandatory training to refresh their knowledge and drive improvement. However, there is scope to enhance this by building on opportunities for staff to share good practice with each other, such as by introducing peer mentoring. Self-evaluative practice is in place and staff regularly seek the views of children to inform their development plan. Partnerships with parents and other professionals are good as information is regularly shared to support children's needs.

## Setting details

<b>Unique reference number</b>	EY361943
<b>Local authority</b>	Oldham
<b>Inspection number</b>	878461
<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>	30
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Sarah Jayne Baglin
<b>Date of previous inspection</b>	4 April 2011
<b>Telephone number</b>	07540 088 860

Bright Stars Care Club was registered in 2007. It operates from Whitegate End Primary School in Chadderton, Oldham and is privately owned. The club employs four members of childcare staff, two of whom hold appropriate early years qualifications at level 3. The club is open Monday to Friday from 7.30am to 9am and from 3pm to 5.30pm, during term time. It also opens from 7.30am to 5.30pm for holiday care.

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