

# Busy Bodies Big Kids Club

Euxton St. Marys Catholic Primary School, Wigan Road, Euxton, Chorley, Lancashire, PR7 6JW



## Inspection date

20 April 2015

## Previous inspection date

21 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff provide an exceptionally well-planned environment, which is equipped with an extensive range of high-quality resources. As a consequence, children become independent and active learners with the skills ready to learn in school.
- Staff interact very well with the children and have formed positive relationships with them and their parents. Consequently, children show high levels of confidence and self-esteem.
- Close partnership working with parents and the schools that children attend means that all adults have a good knowledge of each child's needs. They work together to ensure each child makes good progress.
- Training on first aid and child protection are made a priority for staff. Some staff are trained to a higher level in safeguarding and able to support other staff. As a result, children are well protected and safeguarded in the club.
- Staff use information about each child's interests and unique ways to help them to settle in, when they start school and join the club. This effectively supports children's emotional well-being.
- Staff fully involve children in discussions about what good behaviour looks like and share their expectations with children and their families. As a result, children learn to manage their own behaviour.

### It is not yet outstanding because:

- There is scope to take staff's good practice to an even higher level, for example, by using a wider range of ways to increase their knowledge and including more opportunities for staff to share their best practice with each other.
- There is room to build on the good partnership working with parents to extend the ways they can contribute their views about the service.

## What the setting needs to do to improve further

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

- involve all staff in developing excellent practice, for example, by improving their good knowledge and understanding in a wider variety of ways and by consistently sharing their best knowledge and practice with each other
- build on the good partnership working with parents to extend the ways they can contribute their views about the service.

### Inspection activities

- The inspector observed activities inside the club building, as well as in the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held meetings with the provider and the club manager.
- The inspector took account of the views of children and parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the club and a range of other documentation, including policies and procedures.

### Inspector

Lynne Naylor

## Inspection findings

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

Staff plan and provide a wide range of interesting activities using good information from the children's teachers. This enables children to build on what they are learning in school. In addition, children actively put forward their ideas for activities by writing them on sheets displayed in most areas of the room. As a result, staff know and use each child's interests to successfully engage and challenge children in learning as they play. The quality of teaching and learning is good. Children develop good mathematical skills through play. For example, they count to nine when playing skittles and complete simple sums when keeping score. They use positional language, such as top and middle, as they make attempts, with their eyes covered, to attach a beak to the drawing of a chicken. Children enthusiastically paint, draw and glue together different materials and boxes. These activities effectively promote their early writing skills and their creativity. Children explore technology as they use the computers, operate programmable toys and create music on electronic instruments.

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

Children effectively develop healthy lifestyles and strong physical skills. They help themselves to water when thirsty and decide when to have their healthy snacks. Everyday, they exercise vigorously outdoors in the fresh air. They demonstrate good coordination as they pedal tricycles and scoot around the playground, and as they play football in the ball park. They skilfully balance and enthusiastically walk, climb and jump on tyres embedded in the ground at different heights. Children practise using equipment safely when they bake pizzas for snack, and use tools in the woodwork area. Children's paintings on canvas, displayed in the entrance hall, provide a welcoming environment. Prominent displays of children's photographs and work in the club, provides them with a strong sense of belonging and self-esteem. Each child is valued and they learn to respect and tolerate each other's differences. Their awareness of their culture and those of others is raised through stories and craft activities.

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

The leadership and management team clearly understand their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They are totally committed to the continuous development of the club. They identify areas for improvement using staff's and children's views, although, some parents are less well consulted. Robust recruitment and vetting ensures staff's suitability to work with children. Staff work well as a team. They effectively follow the club's clear policies and procedures to deliver a good service. Staff use the knowledge gained from their qualifications to ensure children make good progress in their learning. The supervision of staff is good and each staff member has a personal development target. However, when suitable external training is not available, full consideration is not always given to finding other ways to extend staff's good knowledge or enabling them to consistently share their best practice.

## Setting details

<b>Unique reference number</b>	EY368930
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	857924
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Busy Bodies (Euxton) Ltd
<b>Date of previous inspection</b>	21 January 2009
<b>Telephone number</b>	01257 263 237

Busy Bodies Big Kids Club was registered in 2008. It is situated in a modular building next door to Euxton St. Marys Catholic Primary School. The club employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, two at level 3 and one at level 2. The club opens from Monday to Friday, 7.45am until 9am and from 3.30pm to 6.15pm during term time. During the school holidays, full-day care is offered between 7.45am and 6.15pm.

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