

## Inspection date

22 April 2015

Previous inspection date

9 May 2012

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

- Children independently access a range of interesting resources to support them in their play. Children are motivated and eagerly engage in activities and learning.
- The manager and staff are well-qualified and have a secure understanding of how young children learn. Regular information sharing with the school ensure staff plan activities which complement children's learning and promotes further progress.
- Children are very familiar with the daily routine, which means they are confident and comfortable within their surroundings. This effectively promotes children's emotional well-being.
- Partnerships with parents are good. Parents and staff work together to ensure all children thrive and enjoy stimulating learning experiences in the setting and at home.

### It is not yet outstanding because:

- Staff do not consistently use all play opportunities to extend children's skills in mathematics further.
- Opportunities for children to consistently develop their independence skills at snack time are not embedded in practice.

## 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 use numbers in their play, in order to strengthen further the good support for mathematics
- extend opportunities to support children's growing independence, for example, during snack time.

## Inspection activities

- The inspector observed the staff interactions with children during activities indoors and outdoors, including the arrival from the classrooms and a snack time routine.
- The inspector spoke with children, parents, staff and the manager during the inspection and took into account their views on the provision.
- 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.
- The inspector toured the premises.

## Inspector

Jeanette Brookfield

## Inspection findings

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

Staff provide a good range of activities which complement children's education in school and promote their learning and development. Children particularly enjoy outdoors, computer games, crafts, and relaxing watching a DVD. Some activities are planned to complement the learning children undertake at school, such as reading and writing. For example, staff promote children's emerging literacy skills by encouraging them to add their ideas for future activities as they complete questionnaires. Staff incorporate these into play and activities that are linked to children's interests. Therefore, children participate well and show motivation to learn. Staff interact fully in children's play. However, they do not always utilise opportunities to extend children's counting skills further. Consequently, opportunities are occasionally missed to extend children's learning in this area and promote swifter progress as they play. Children show that they are developing good communication and language skills. Staff interact well with them. They give children time to talk and their efforts and ideas are respected. This helps to promote children's confidence and self-esteem.

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

Children enjoy warm relationships with the staff. Children's behaviour is good. They cooperate well with each other because the staff are good role models. There is a well-established key-person system for the younger children. The key person collects the children from their class at the end of the day. As a result, the move from school to the club is managed effectively. Children are active and engage in physical play, both indoors and outdoors. For example, children enjoy dance and exercise games on the safety mats. Children are encouraged to take responsibility for managing their personal hygiene and confidently wash their hands before they eat. Daily snacks are provided incorporating a range of fresh fruit. However, opportunities for independence while children are eating are not fully available. This is because snacks are prepared and served to children by staff. Staff practise the fire evacuation procedure with the children, so they know what to do in an emergency and stay safe.

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

The manager has a good understanding of all the requirements that the club must meet. She evaluates both her own and the staff's knowledge of safeguarding issues to identify necessary training. This means they know the steps to follow, should they have concerns about a child, to safeguard children. A range of policies and procedures underpins the staff's practice. Self-evaluation identifies what is working and what needs developing. Staff supervision is effective in monitoring staff performance. Staff continually improve the quality of provision and regularly attend training to extend their knowledge of childcare and learning. They actively seek the views of children and parents and strive to implement any suggestions for improvement. Parents provide positive feedback, stating that their children are very happy at the setting.

## Setting details

<b>Unique reference number</b>	EY429552
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	853000
<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>	50
<b>Number of children on roll</b>	111
<b>Name of provider</b>	Jayne Margaret Nihill
<b>Date of previous inspection</b>	9 May 2012
<b>Telephone number</b>	01772 336650

SMASH was registered in 2001 and was taken over by the present private provider in 2011. It is based in St Mary's and St Benedict's Primary School in Bamber Bridge, Lancashire. The club employs six members of childcare staff, all of whom hold appropriate qualifications. The club opens from Monday to Friday during term time only. Sessions are from 7.30am to 8.55am and 3.15pm to 6pm.

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