

Hollymount After School 'Owls'

Hollymount Lane, Greenmount, Bury, Lancashire, BL8 4HS



Inspection date

12 June 2015

Previous inspection date

1 February 2012

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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- There is a good range of activities both inside and outdoors that offer interesting and challenging experiences and complement the children's learning in school.
- Partnership working is a real strength. Staff have formed a close relationship with the foundation stage team at the host school. They give suggestions as to how the club can continue to support children in their progress towards the early learning goals.
- Staff use effective strategies to promote positive behaviour and have high expectations of children, which helps children to behave appropriately and fosters their self-esteem.
- The manager and staff demonstrate a secure understanding of the safeguarding and welfare requirements and their responsibilities to keep children safe. As a result, children are well protected.
- The manager demonstrates a commitment to continually evaluating the service she provides. The views of parents, children and staff are regularly sought. This promotes an effective collaborative approach and ensures children at the club receive good quality care and learning.

It is not yet outstanding because:

- Staff do not always fully enhance children's independence skills during daily routines.
- There is room to strengthen opportunities for staff to access further training, so that they are continually developing their skills in offering quality learning experiences.

What the setting needs to do to improve further

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

- develop children's independence further during daily routines, for example, by involving them in food preparation
- provide innovative ways in which staff can access training, so that they are continually keeping their already good knowledge up to date and delivering very high-quality care and learning.

Inspection activities

- The inspector had a tour of the club's facilities with the manager and observed activities inside and outdoors.
- The inspector checked staff suitability and qualifications, supervision records and the training audit for staff.
- The inspector discussed the provider's current procedure for self-evaluation.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held meetings with the club's manager.
- The inspector looked at a selection of policies, procedures and risk assessments.

Inspector

Joanne Parrington

Inspection findings

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

Children have a positive attitude to learning and in turn, continue to make good progress in many key areas. Consequently, this prepares them well for further learning at school. Most staff are well qualified in early years, which has a positive impact on the range of activities they provide for children to enjoy. Children arrive at the club happy and confident. Staff gain information about what themes children are focusing on in school and introduce activities that complement and enhance their learning. For example, in school, children learn about under the sea. Staff and children have group discussions about their holiday experiences, make postcards using a variety of tools and resources, and talk about the animals they might see in the sea, or those that live in the sea. Children are engaged and motivated to learn, because they have many opportunities to make decisions about what they want to do throughout the session. Outside, some children collect daisies to make bracelets, while others play physical games, such as football and cricket. Staff complete learning logs and share these with the children, parents and teachers. This successfully builds a shared approach to children's achievements. Parents speak highly of the club; they feel their children are happy and settled, because all staff take the time to get to know them as individuals.

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

All the children attending the club are from the school where the club operates. Consequently, they are familiar with the building and are quickly at ease in their surroundings. The staff create an environment that is relaxed and fun, where each child is respected and valued as an individual. The key-person system further supports this and ensures that children's self-esteem and emotional well-being is promoted well. The staff support children to develop an understanding of a healthy diet through offering healthy meals and snacks, which children enjoy and are eager to talk about. Staff ensure that all children's allergies and dietary requirements are taken into account when providing a cafe-style tea. However, some opportunities are missed to promote their sense of independence by not fully involving them in the preparation of these meals.

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

The manager has a good understanding of the legal requirements and implements these well. Systems for recruitment are clear and ongoing suitability checks of the staff help to keep children safe. The manager leads a staff team who have worked within the provision for many years and are well known and liked within the community. The manager has strong systems in place to support staff with their practice and access training that will aid their professional development. However, the manager has not fully explored all ways in which she can access training, without having to wait for a course to become available, or have the funds needed.

Setting details

Unique reference number	501976
Local authority	Bury
Inspection number	869149
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	5 - 11
Total number of places	62
Number of children on roll	119
Name of provider	Holly Mount Owls Management Committee
Date of previous inspection	1 February 2012
Telephone number	01204 8827 70

Hollymount After School 'Owls' is run by a committee and was registered in 2001. It provides out-of-school care for children attending the host school. The club operates from 8am to 8.50am and from 3.30pm to 5.30pm, term time only. A holiday playscheme also operates for three weeks only, from Monday to Friday during the summer holidays from 8.30am to 5.30pm. In total, a team of eight staff work at the club. Of these, five hold appropriate early years qualifications, including the manager who has a level 4 early years qualification.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

