

# The Out of School Experience @ Osbaldeston

St. Marys RC School, Longsight Road, Osbaldeston, BLACKBURN, BB2 7HX



## Inspection date

13 October 2015

Previous inspection date

13 June 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is outstanding

- Children have outstanding opportunities to think and learn about staying safe in a wide variety of situations. The teaching about hygiene routines and why some rules are needed to promote their well-being is exceptional.
- Staff make excellent use of the wealth of information they obtain about children's achievements, interests and needs, in order to provide an outstanding range of exciting activities. Children's views and ideas are central to the provision of activities and resources, which match their interests.
- Children's well-being and achievements are closely monitored by staff, and if these are below expectations they are quickly addressed in conjunction with their parents and the other settings they attend.
- Staff demonstrate excellent skills when supporting children to think critically and contribute their ideas. There are a multitude of ways in which children can play a role in the organisation and running of the setting, demonstrating an innovative approach to promoting children's sense of responsibility and their self-esteem.
- The opportunities for children to learn about diversity in the local and global community are outstanding. Children respect each other and the staff. Their behaviour is exemplary and staff act as excellent role models for the children.
- Partnerships with the other settings which children attend are exceptionally effective. Staff act immediately on new information, in order to complement children's learning in other settings. They provide frequent updates on children's achievements to promote continuity of practice.

## What the setting needs to do to improve further

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

- explore ways that enable children to consider and discuss their achievements, in order to build on the existing excellent practice that promotes their confidence, self-esteem and reflective skills.

### Inspection activities

- The inspector viewed the areas of the premises used by the setting.
- The inspector observed the quality of staff practice during activities and assessed the impact this has on children's play and progress.
- The inspector and the provider completed a joint observation of staff practice.
- The inspector looked at relevant documentation related to the provision of children's welfare and activities, along with evidence of the suitability of those working on the premises.
- The inspector and the provider discussed how the provider and staff reflect on the provision, in order to bring about continuous improvement. The inspector spoke to staff as appropriate.
- The inspector spoke to children and one parent during the inspection to gain their views about the setting.

### Inspector

Jennifer Kennaugh

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding children are effective. Procedures to recruit and induct new staff into the setting are highly robust. There are exceptionally rigorous systems to bring about continuous improvement in staff practice, including the identification of their training needs. Training for staff is highly focused so that they are supported to quickly build on their skills and use these effectively to ensure that children benefit. This contributes to the staff being highly enthusiastic and motivated. Children are frequently involved in reflecting on staff performance, demonstrating how strongly their views are valued in the setting. Risk is exceptionally well managed, with children contributing to assessments as part of their learning about staying safe. Parents regularly communicate with staff about their children's needs and experiences and provide detailed initial information when they join. The views of parents are sought frequently, along with those of a wide range of other professionals who have links with the setting, as part of the highly successful drive for continuous improvement.

### **Quality of teaching, learning and assessment is outstanding**

Staff provide a superb range of activities which complement children's progress in school in all areas of learning. They make exceptional use of information about children's targets for learning in their main setting, in order to further promote their progress. Staff make highly effective use of a range of activities to promote children's critical thinking, including problem solving, making predictions and being imaginative. They make excellent use of what children tell them about their experiences away from the setting to help them to create new activities based on these. This contributes to consolidating children's learning and also shows them how their contributions are valued. However, less emphasis is placed on asking children to consider and discuss their achievements to further enhance their self-esteem and confidence. Children are provided with an outstanding range of activities which extend their physical skills and their experience of being part of a team. Staff demonstrate expert practice in teaching children about how to recognise and manage feelings in both themselves and others. Children develop a strong respect for others, as well as gaining a positive view of their similarities and differences to them.

### **Personal development, behaviour and welfare are outstanding**

The setting provides excellent support for children's emotional and physical well-being. Care practices are exceptionally well targeted to meet their individual needs. Staff make highly effective use of all opportunities to promote children's development of independence, including their self-care skills. The support for children's emotional well-being at times of transition, including when children first attend the setting or when there are to be staffing changes, is meticulously planned. As children are strongly encouraged to be involved in all aspects of the setting's running, the opportunities for them to learn the satisfaction from taking on small responsibilities and helping others are excellent. In addition, as their views are continually sought to drive the choices offered in so many aspects of provision, children gain a clear understanding of how they can contribute to decision making.

## Setting details

<b>Unique reference number</b>	EY442196
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	850286
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Out of School XP Ltd
<b>Date of previous inspection</b>	13 June 2012
<b>Telephone number</b>	01254790333

The Out of School Experience @ Osbaldeston was registered in January 2012 following a change of registered name. The setting has operated at the site since 2011. The setting opens from Monday to Friday during school term times only. Sessions are from 7.45am to 8.40am and from 3.25pm to 5.45pm. The setting employs three staff, including the manager. Two staff are qualified to level 3 and one is qualified to level 2 in childcare.

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