

Firbank School's Out

Firbank County Primary School, Grasmere Road, Royton, OLDHAM, Greater Manchester, OL2 6SJ



Inspection date

2 October 2015

Previous inspection date

22 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Some staff are less confident in what to do should they have a concern about the behaviour or practice of a senior manager.
- Staff have not explored all ways in which they can promote children's independence.

It has the following strengths

- The manager and most staff are well qualified. They plan a range of daily activities which interest and motivate children to be engaged in their learning. Children's chosen play experiences are complemented well by the interactions they receive from staff.
- Staff complete observations of children's play. They use the findings to complement the children's progression towards the early learning goals.
- Partnerships with the host school are effective. Teachers share a variety of information including development and learning, and messages to pass over to parents. For example, details of accidents occurred in school time.
- Children are very well behaved and have formed new, strong friendships. Children of all ages share, take turns and play cooperatively. Older children buddy up with the new, younger children, supporting them during this time of change.
- Parents are complimentary about the care their children receive and the welcoming atmosphere. They are included well and enjoy having opportunities to look at their children's journals that staff produce.
- The provider makes effective use of reviewing the provision. She includes all service users and collates the information she receives to plan further developments of the club.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- ensure staff who are less confident increase their knowledge of the procedure to follow should they be concerned about the behaviour or practice of a member of the senior management team. 06/11/2015

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

- explore ways in which children's independence skills can be supported to the highest level.

Inspection activities

- The inspector had a tour of the club's facilities and observed activities inside and outdoors with the manager.
- The inspector completed a joint evaluation of an activity with the provider.
- The inspector held a meeting with the provider and manager and discussed the provider's current procedure for self-evaluation.
- The inspector looked at relevant documentation, such as a sample of policies including risk assessments, evidence of the suitability of staff working in the club and the training audit for staff.
- The inspector spoke to members of staff, a small selection of parents and children during the inspection and took account of their views.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management requires improvement

There are strong systems in place to provide staff with coaching and training in order to support their professional development. The provider is passionate about increasing the skills of her workforce and is currently supporting two members of staff to achieve an early years degree. The provider and manager work together well. They implement effective procedures to address any underperformance. They set clear targets, so that children consistently receive strong play and learning experiences. The arrangements for safeguarding are effective. There is a comprehensive selection of policies and procedures in place to help staff understand their roles and responsibilities. Systems for safe recruitment are clear, and ongoing staff suitability checks are completed to help keep children safe. The provider ensures all staff attend safeguarding training to cement their knowledge and understanding of the procedures they would follow if they had a concern about a child in their care. Staff are knowledgeable in identifying the signs and symptoms of abuse and what action to take. They are also confident with the action to take should they be concerned about a colleague's practice. However, some staff are less confident about the procedure they would follow if concerned about a senior manager's conduct.

Quality of teaching, learning and assessment is good

Children talk with enthusiasm about how much they enjoy coming to the club and having lots of fun playing with their friends. They develop a positive attitude towards learning, and in turn make good progress in key skills, which supports their learning at school. To complement this, staff use their knowledge of children's interests and capabilities to plan activities that they know will build on and support the children's current stages of development. They facilitate children's learning through using a range of teaching methods. Children enjoy getting messy as they make coloured dough for the following week. They enjoy building models with the small construction bricks and are proud of their creations, showing them off to their friends and staff. Children have opportunities to begin to develop their independence skills. However, staff have not considered how they could extend the opportunities even further.

Personal development, behaviour and welfare require improvement

Despite the weakness in leadership and management, children show they are happy and confident as they receive a warm welcome when they arrive. The key-person system in place ensures that all children's self-esteem and emotional well-being is promoted well. Staff get to know all the children and build positive relationships quickly. Staff have a genuine interest in the children's day at school and events that have happened at home. Staff act as good role models to ensure children respect and value each other. Staff reinforce effective hygiene practices and offer children a selection of fresh vegetables and snacks, including fresh drinking water, throughout the session. Children enjoy being active outdoors and begin to assess small risks in the environment. Their social skills are developing as they join in with group games, such as football and tennis. Children work well together and develop good team-building skills. Children actively learn about their community, similarities and differences in people, families and traditions. This builds upon their understanding of the world in which we live and their appreciation for others.

Setting details

Unique reference number	508081
Local authority	Oldham
Inspection number	869344
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	40
Number of children on roll	66
Name of provider	Joyce Turner
Date of previous inspection	22 March 2011
Telephone number	01706 882 249

Firbank Schools Out was registered in 2000. The club employs five members of childcare staff including the manager. Three hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time only. Sessions are from 7.30am until 9.00am, and 3.00pm until 5.30pm.

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