

# JB's and Earlybirds Out of School Care Club



Baines Endowed School, Station Road, Thornton-Cleveleys, Lancashire, FY5 5HY

<b>Inspection date</b>	10 May 2016
Previous inspection date	27 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- The management team and committee have worked hard to address actions raised at the previous inspections. They have ensured that all committee members have undergone the required checks with Ofsted and the manager has implemented supervision sessions for all staff.
- Partnerships between home and the club are strong and parents praise the level of care that staff provide for their children. Information sharing with practitioners from the host school and parents is used effectively to help support children's needs.
- Staff have built excellent partnerships with the host school. Good consideration is given to ensuring activities at the club complement those undertaken at school. Children display high levels of confidence and self-esteem.
- Children benefit greatly from having access to an extremely well-resourced outdoor area. Children develop their physical skills, as they climb and balance on the apparatus. Additionally, children have lots of space to move freely and enjoy playing team games.

### It is not yet outstanding because:

- Staff do not always make the most of every opportunity to enable children to follow their own thinking and ideas.
- Opportunities for staff to combine their skills and expertise across the team are not yet fully explored, in order to raise the quality of teaching to the highest possible standard.

## What the setting needs to do to improve further

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

- provide even more opportunities for children to follow their own thinking and ideas
- strengthen the newly implemented supervisions to further support staff to share best practice across the team and help raise the quality of teaching and interactions to the highest possible level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and spoke to some committee members. She looked at relevant documentation, such as the club's self-evaluation, policies and procedures and evidence of the suitability of staff working, or involved in the club.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Donna Birch

## Inspection findings

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

The arrangements for safeguarding are effective. Clear policies, procedures and risk assessments are in place and implemented effectively by all staff. There are robust recruitment and vetting procedures in place and the club is safe and secure. Staff supervise children closely at all times to help maintain their safety. Managers have a good understanding of statutory and other government requirements and they ensure that these are met. Overall, the manager, committee and staff have made various changes to improve the quality of the service and have identified a number of areas they will focus on for the future. Staff are encouraged to undertake some courses relevant to their job role. These complement the newly implemented supervisions and appraisals and are providing staff with the opportunity to improve their personal effectiveness.

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

Children enjoy a variety of activities and experiences, delivered by enthusiastic and well-qualified staff. Children demonstrate their good independence as they select their own toys and equipment. Staff talk with children as they play and ask them questions. This contributes to children being articulate and confident communicators. Children talk confidently in a group about their personal experiences and what they have learnt at school, sharing their ideas with one another and the staff. Children show motivation for learning. For example, they complete homework activities and practise playing their musical instruments. Staff provide guidance, support and praise as required. Children play cooperatively and have good imaginations. They make up their own games outside, negotiating rules and allocating roles. Indoors, they use a variety of media to make birthday cards for the Queen. Staff support children's mathematical skills. They talk to them about size and shape as they make friendships bracelets. Parents are kept fully informed of their child's day and learning. Staff make good use of daily conversations, newsletters and text messages to regularly share information about children's learning and care.

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

Children work very well together, showing care and concern for each other. Older children support younger children, helping them access the high visibility jackets for playing outdoors. Children behave extremely well. Staff include them in negotiating safety and behaviour boundaries. Children are supported to lead a healthy lifestyle and be independent. They have a good understanding about hygiene practices and wash and dry their hands at appropriate times. Children enjoy healthy and nutritious snacks and have access to fresh drinking water at all times. They serve themselves at snack time and pour their own drinks. This supports them to extend their independence and self-help skills. Children benefit from having daily access to the well-resourced outdoor area. Additionally, children participate in many different extra-curricular activities. These help children to build their social skills and physical skills. Staff provide activities and experiences that help children learn about other cultures. For example, children enjoy listening to different types of music and they take part in a variety of multicultural dance classes.

## Setting details

<b>Unique reference number</b>	EY273092
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1039489
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	96
<b>Name of provider</b>	JB's and Earlybirds Out of School Care Club Committee
<b>Date of previous inspection</b>	27 January 2016
<b>Telephone number</b>	01253 823 420

JB's and Earlybirds Out of School Care Club was registered in 2004. The club employs nine members of staff, all of whom hold appropriate early years qualifications at level 2 to 5. The club opens from 7.45am to 9am and 3.20pm to 5.30pm, Monday to Friday during term time, and provides care for children attending the host school.

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