

# Brookside Out of School Care Club



Brookside Community Primary School, Bright Street, Clitheroe, Lancashire, BB7 1NW

<b>Inspection date</b>	26 May 2016
Previous inspection date	9 June 2011

<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
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

- Managers and leaders inspire the whole staff team to adopt a very clear and focused vision to ensure that children are continually happy and enjoy their time at the club. Regular reflections of practice, detailed evaluations and focused improvement plans are centred around ensuring that children have access to high-quality care and learning.
- Children are very happy, settled and assured in this welcoming and inclusive club. Effective key-person systems, and the consistency of staff between school and the club, contribute towards children forming secure, emotional attachments with dedicated staff.
- The quality of teaching is good. Staff complement children's learning from school very well. They provide a good range of activities for children to engage in. Staff liaise closely with teachers and parents to effectively share children's achievements.
- Staff act as good role models. Positive behaviour and special achievements are readily recognised and celebrated using strategies, such as star of the week and Wow stars. Effective methods, such as red and yellow cards, are used to help ensure that children are fully aware of behaviour that will not be tolerated in the club.
- The well-qualified staff team works together very well. They use opportunities, such as staff meetings, to highlight new ideas that help to motivate children to play and learn.

### It is not yet outstanding because:

- Systems for monitoring staff performance are not rigorous enough to consistently enhance teaching to the very highest levels.
- Managers and leaders have not fully explored all continuous professional development opportunities to enhance and extend staff's knowledge and skills.

## What the setting needs to do to improve further

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

- strengthen performance management systems and focus more precisely on providing teaching that is of the highest quality
- enhance continuous professional development opportunities and provide a sharper focus on helping staff to enhance their good knowledge and skills.

### Inspection activities

- The inspector had a tour of the areas used by the club.
- The inspector observed children throughout the inspection, both indoors and outside.
- The inspector examined a range of documents. These included evidence of suitability, staff qualifications and training records, children's learning files, self-evaluation documents, policies and procedures, and health and safety documents.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector held discussions with the provider, the manager, staff and children throughout the inspection.
- The inspector took account of the views from parents spoken to on the day of the inspection.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Useful systems, such as putting key safeguarding information on the reverse of staff identification badges, helps to ensure staff have a good knowledge of the procedures to follow to protect a child's welfare. Staff are vigilant about children's safety. Recruitment procedures are robust and help to ensure that all staff are skilled and suitable. Thorough risk assessments are promptly reviewed to help ensure that children remain safe at all times. For example, staff recognise that physical equipment, such as the trim trail, becomes slippery when wet from the rain, and close this off to prevent accidents occurring. Staff are deployed well. They supervise children closely and use effective communication methods to advise other staff of children's whereabouts. Managers and leaders have high expectations and a clear vision for the club. They work together very closely with staff, children and parents to identify areas for improvement. These are quickly acted upon to help raise the quality of care and learning that children receive. Effective tracking of children's progress helps to swiftly identify and support any early concerns.

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

Staff use effective strategies to engage parents in their children's learning at every possible opportunity. Good links with the Reception teacher help staff to deliver exciting and meaningful activities that complement children's learning in school. For example, following on from their learning about insects in school, staff plan a craft activity for them to create caterpillars and butterflies. Children enjoy wrapping materials, such as wool, around card to create a caterpillar. Staff's effective use of questions helps children to become good communicators. Children reflect on their prior learning, eagerly talking through the process of a caterpillar changing into a butterfly. They demonstrate their secure knowledge of the world when detailing key features, such as how long the caterpillar stays in the cocoon. Staff are mindful of children's desire to release energy or to relax after their busy day at school. They provide a good range of opportunities in support of this. For example, children persevere when attempting to develop new physical skills, such as throwing balls through hoops when playing outdoors. They use technology resources with competence and skill when resting in warm and comfortable areas indoors.

### Personal development, behaviour and welfare are good

Staff collect children from their class each day to help them feel assured in their move to the club. Children's enjoyment at the club is of paramount importance to staff. They encourage children to be actively involved in contributing their views towards future learning. This helps them develop a sense of belonging and self-worth. Children learn to adopt customs and routines from their wider world, such as when voting for their favourite games with friends. Staff promote children's safety very well. They engage children in activities, such as completing their own risk assessments. This helps them develop an understanding of how to keep themselves and others safe. Children are confident to make their own healthy choices at snack time. They enjoy running around in the open spaces and show good self-control when taking part in physical activities in the hall. This helps to promote children's good health.

## Setting details

<b>Unique reference number</b>	309793
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	867895
<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>	38
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Brookside Out Of School Care Club Committee
<b>Registered person unique reference number</b>	RP523304
<b>Date of previous inspection</b>	9 June 2011
<b>Telephone number</b>	07980 177411

Brookside Out of School Care Club was registered in 1999 and operates from within Brookside Community Primary School. The club employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 or 3, including one member of staff with qualified teacher status. The club is open from Monday to Friday, all year round. Sessions are from 7.30am until 8.55am and 3.30pm to 6pm during term time and 7.45am to 6pm during school holidays.

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