

# Edenfield Breakfast and After School Club



Edenfield C of School, Market Street, Edenfield, Ramsbottom, Bury, Lancashire, BL0 0HL

<b>Inspection date</b>	18 July 2016
Previous inspection date	27 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Staff have built strong partnerships with the host school that children attend. High priority is given to ensuring activities at the club complement those undertaken at school. Children display high levels of confidence and self-esteem.
- Children are supported to lead a healthy lifestyle. They enjoy daily access to a well-resourced outdoor area and are encouraged to eat healthily.
- Partnerships with parents are strong. Staff regularly share information about children's learning and care. This means children are happy, settled and supported to make good progress in their development.
- The vibrant environment is clean, safe and organised well. The different display boards are used well to showcase children's different pieces of work. This helps support children to develop positive attitudes to learning and have pride in their achievements.
- The management team implements effective self-evaluation and has worked hard to address weaknesses raised at a previous inspection. It seeks and includes the views of children, parents and the host school staff and makes meaningful changes to the club.

### It is not yet outstanding because:

- Supervision arrangements are not yet sufficiently embedded across the team to maximise opportunities for all staff to improve their personal effectiveness.
- Staff do not fully ensure that routine activities and experiences maximise opportunities for children to make their own choices and have a go in their own time.

## What the setting needs to do to improve further

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

- provide more opportunities for all staff to take part in regular supervision sessions that improve their personal effectiveness even further
- review routines and allow children even more opportunity to make their own choices and have a go when they are ready.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as the club's self-evaluation, policies and procedures and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents and took account of their views made available by means of feedback sheets and questionnaires.

### Inspector

Donna Birch

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are well qualified, experienced and deployed effectively in the club. The arrangements for safeguarding are effective. Clear policies, procedures and risk assessments are implemented effectively by staff. There are robust recruitment and vetting procedures in place. The setting is safe and secure. Visitors to the club are signed in and are given identification badges. Staff are encouraged to undertake further training relevant to their job role and, overall, are supported well by the management team. The management team has in place a development plan to help secure the successful future of the club. Parents comment positively about the club and describe the service as, 'Invaluable'. They are very appreciative of staff's efforts in supporting and caring for their children.

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

Children have free access to a wide range of resources, both indoors and outdoors, which engages them throughout the session. This enables them to, generally, make decisions in their play. Children explore the setting and develop skills across all areas of learning. For example, they build 3D models with junk materials, play ball games outside and take appropriate risks on the large-physical play equipment. Staff participate in their play as they join them in playing board games, completing puzzles and support their creative play. Staff support children to understand the rules of the games, share and take turns as part of a group. Mathematical language and skills are fostered and embedded into large-group play. For example, children count each other as they line up and use addition skills while keeping the score during a game of cricket. Children are supported to develop their literacy skills. They use books to research topics and write about and draw their favourite things.

### Personal development, behaviour and welfare are good

Children have daily access to the outdoors. They also participate in many different extra-curricular activities, such as football, dance and a book club. These help children to build their social skills, literacy and large-physical skills. Children have a good understanding about hygiene practices. They wash and dry their own hands at appropriate times. Staff are warm and friendly and treat children with kindness and respect. Children work very well together and show care and concern for each other. Older children help younger children to access the outdoor play equipment safely. Staff interact positively and children clearly enjoy their company. Children behave well and have good manners. They demonstrate their developing negotiation skills as they take part in different team games. Staff provide sufficient support to younger children, so they can join in and learn new skills. Children understand how to keep themselves safe. They follow simple safety instructions outdoors and help with tasks, such as tidying away toys and resources.

## Setting details

<b>Unique reference number</b>	EY358677
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1041420
<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>	40
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	Marie Suthers
<b>Registered person unique reference number</b>	RP908143
<b>Date of previous inspection</b>	27 March 2013
<b>Telephone number</b>	01706 823608

Edenfield Breakfast and After School Club was registered in 2007. The club employs eight members of childcare staff. Of these, two staff hold appropriate early years qualifications at level 2 and three at level 3. The club opens from Monday to Friday, all year round. Sessions are from 7.30am to 8.45am and 3.30pm to 6pm. In the holidays, the club is open from 8am to 6pm, Monday to Friday.

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