

# Ollies Before and After School Club

Our Lady of Lourdes RC Primary School, Rudgwick Drive, BURY, Lancashire, BL8 1YA

## Inspection date

13 April 2016

Previous inspection date

27 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- The manager and staff team have worked extremely hard since the last inspection to address the actions and recommendation raised and enhance many other aspects of their practice. Self-evaluation arrangements are effective and take into account the views of staff, children and parents. This has had a significantly positive impact on staff's ability to continue to improve the provision.
- The well-qualified staff team plans a wide range of activities based on children's interests to complement their time spent in school. Staff skilfully support younger children to develop confidence and a good capacity to progress and learn.
- Children demonstrate strong emotional attachments with their key person. They are happy, well settled and display high levels of confidence and self-esteem. Staff are sensitive and caring and ensure that children's physical and emotional needs are consistently met to promote their self-esteem and welfare.
- Staff have excellent relationships with parents and school staff. Comprehensive two-way information is shared to ensure children benefit from high levels of consistency.

### It is not yet outstanding because:

- Occasionally, during daily routines children sit and wait at the table for long periods of time, so they do not have plenty of time for uninterrupted play.
- The outdoor environment is still being organised and does not yet offer the same good quality experiences as indoors for children who prefer to explore and investigate outdoors.

## 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 have uninterrupted time to become deeply involved in their play
- enhance the outdoor play area to provide further opportunities for children who prefer to play outside to investigate and explore.

### Inspection activities

- The inspector observed children's activities in the large hall and the outdoor play area.
- The inspector spoke to staff and children throughout the inspection.
- The inspector held discussions with the manager at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including a sample of policies and procedures. She also viewed evidence of the suitability and qualifications of staff working in the club.
- The inspector discussed the arrangements for self-evaluation with the manager.
- The inspector took account of the views of a parent spoken to during the inspection and from written feedback questionnaires obtained by staff.

### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is enthusiastic and effectively leads a motivated, dedicated and well-qualified staff team. The arrangements for safeguarding are effective. The manager has good recruitment and vetting procedures in place to help ensure that staff are suitable for their role. All staff have a secure understanding of the policies and procedures with regard to reporting child protection concerns or allegations against members of staff. There are intercom systems at the school gate and outdoor entrance, key fob access to the club and strict procedures for checking visitors' identification. These arrangements help to ensure that children are well protected from unwanted visitors and cannot leave the premises unsupervised. All staff work in the host school and liaise well with teachers to effectively support each child's individual needs. This contributes to ensuring that children are well supported as they move from school into the club. The manager uses her close and effective partnership with the school to get to know parents and children well. She carries out regular supervision sessions to support staff to improve their practice. An effective system is in place to match staff's training to the identified priorities of the club, to help improve the quality of experiences offered to children.

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

Staff provide a good range of activities that captures children's interests and effectively supports their physical and communication and language skills and their personal, social and emotional development. This helps children acquire the skills, abilities and attitudes that prepare them well for future learning. Children who have special educational needs or disability are superbly supported. They are provided with one-to-one support from a member of staff from school if needed, which helps promote consistency and continuity of care and learning. Staff make the most of every opportunity to teach children new skills and build on their learning in school. For example, when children learn about life cycles, staff ask them purposeful questions to help them communicate their thoughts and ideas. Children are eager to share their knowledge with staff. They explain that butterflies start off as an egg, then grow into a caterpillar, make a cocoon and then turn into a butterfly. Staff skilfully extend children's learning and use a rolled up piece of paper to demonstrate how butterflies use their tongue to gather nectar from flowers. Staff consistently praise children for their efforts. This helps them to take pride in their achievements and they develop a very positive attitude towards learning.

### Personal development, behaviour and welfare are good

Staff manage children's behaviour effectively. They operate a successful traffic light system which is simple for children to follow. This helps children to gain a secure understanding of the rules of the club and how to behave appropriately. Children's behaviour is consistently very good. Older children are superb role models for younger children. They are kind and caring towards them and demonstrate a mature understanding of their needs. Staff teach children about the importance of adopting a healthy lifestyle. Children enjoy a wide range of healthy and nutritious snacks and access daily fresh air and exercise in the large outdoor play area.

## Setting details

<b>Unique reference number</b>	EY240710
<b>Local authority</b>	Bury
<b>Inspection number</b>	1041313
<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>	40
<b>Name of provider</b>	Ollies (Our Lady of Lourdes) Committee
<b>Date of previous inspection</b>	27 November 2014
<b>Telephone number</b>	0161 761 2026

Ollies Before and After School Club was registered in 2002. The club operates from Monday to Friday, 7.30am to 8.55am and from 3.15pm until 6pm, during term time. There are six members of staff employed who work directly with children. Of these, four hold an appropriate early years qualification at level 3 and two hold level 2.

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