

# Safe Hands Out of School Club

Earl Street, Clayton le Moors, Accrington, Lancashire, BB5 5NH



## Inspection date

24 January 2017

Previous inspection date

12 March 2013

| The quality and standards of the early years provision | This inspection:     | Good           | 2 |
|--|----------------------|----------------|---|
|  | 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

- Staff have built excellent partnerships with the host school. 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 happy and confident individuals. They benefit from secure relationships with well qualified and enthusiastic staff, who know them well and treat them with kindness and respect.
- Staff form strong partnerships with parents. They communicate well to identify children's needs and share their achievements with them effectively.
- Children are cared for in surroundings that are bright and stimulating. Resources are plentiful and arranged attractively to help children make independent choices in their play.
- Children are supported to lead a healthy lifestyle. They learn about making healthy food choices because they take part in activities, such as preparing and cooking healthy snacks.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to extend children's confidence in group activities and support them to explore their thinking beyond their immediate knowledge.
- Supervision arrangements do not yet support staff to share their knowledge and skills to further enhance the quality of the already good practice.

## **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 that challenge children to build their confidence in group activities and be able to explore and extend their thinking beyond their immediate knowledge
- strengthen the existing arrangements for supervision that help staff share their knowledge and skills and enhance the good quality of practice even further.

### **Inspection activities**

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the club manager and the providers. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number 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. The club is safe and secure. Staff have attended training and have a firm understanding of their roles and responsibilities to keep children safe and for reporting any concerns. Records required for inspection are readily available and stored effectively. Comprehensive policies and procedures are in place and effectively implemented by staff. Recruitment and vetting are robust. Visitors are signed in and regular risk assessments are carried out by the manager and staff. The management team has made some meaningful changes to the club. For example, they have worked closely with the host school to provide flexible sessions that meet children's individual needs. Additionally, they have listened to children and parents and made appropriate changes to the club. For example, they are currently making changes to the snack menus so that children have even more fresh fruit and vegetables.

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

Staff provide a wide range of resources and activities suitable for children of all ages and stages of development. Children particularly enjoy crafts, role play and playing outdoors. Some activities are planned to complement the learning children undertake at school, for example, mathematics and extending children's literacy skills. Staff incorporate these concepts through play and shape activities to support children's interests. For example, children use stencils as they begin to sound out and write familiar words. Additionally, in the role play restaurant they read menus and use pens and paper to write down food orders. Overall, Children are confident communicators and enjoy sharing their personal experiences with staff and each other. Staff make good use of daily conversations and regularly share information with parents, such as newsletters and children's activity folders. This means parents are kept fully informed of their child's day and interests.

### Personal development, behaviour and welfare are good

Children talk fondly about the club, are content and display a real sense of pride. For example, they proudly show off their work on the display boards. Children are encouraged to be independent. They make some choices in their play and activities and help staff with tasks, such as making snacks and tidying away toys. Children manage their own personal hygiene needs well according to their age and stage of development. Children are developing a positive attitude to keeping themselves safe. They observe safety signs in the club and remind each other of the rules for using the games console. Outdoors, children have many different opportunities to practice their physical skills. For example, they take part in activities, such as skipping, football and using bats and balls. Additionally, these activities also help children develop their social and participation skills. Staff use appropriate strategies to manage children's behaviour. Children look forward to taking home a popular soft toy as a reward for good behaviour. These activities also encourage children to celebrate achievements and experiences from home.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY400795  |
| <b>Local authority</b>                           | Lancashire  |
| <b>Inspection number</b>                         | 1065445   |
| <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>                    | 28  |
| <b>Number of children on roll</b>                | 67  |
| <b>Name of registered person</b>                 | Sandra Butterworth and Jill Holbrook Partnership                                  |
| <b>Registered person unique reference number</b> | RP529317  |
| <b>Date of previous inspection</b>               | 12 March 2013   |
| <b>Telephone number</b>                          | 07872482838   |

Safe Hands Out of School Club was registered in 2013. The club employs four members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 to 4. The club opens from Monday to Friday, term time only. Sessions are from 7.30am until 8.45am and from 3.15pm until 5.45pm.

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