

Bluebells Out Of School Club



164 166, St Albans Avenue, Ashton Under Lyne, OL6 8TU

Inspection date 10 October 2017
Previous inspection date 20 June 2017

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

Summary of key findings for parents

This provision is good

- The managers and staff team have worked hard to address the actions and recommendation raised at the last inspection. They have welcomed the support they have received from external professionals and acted on their advice.
- Staff have a good knowledge and understanding of the learning needs of children that they care for. They observe them carefully in their play and accurately assess what they know and can do. Planning is effective and focuses on children's individual interests and the next steps in their learning. All children make good progress.
- Key persons are extremely caring and sensitively respond quickly to children's individual care needs. These help to ensure that children remain comfortable and content, impacting positively on their health and well-being.
- Partnerships with parents are very good. Effective systems are in place to exchange information about children's learning and help to build strong links between the setting and home. Parents are highly complimentary about staff and comment about how much their children enjoy attending and the good progress they make.

It is not yet outstanding because:

- The managers do not effectively use information from the tracking of children's individual progress to monitor different groups of children to help identify weaker areas and close any gaps in achievement.
- The process of self-evaluation is not sharply focused to identify precise targets for future development to help improve the quality of the setting.

What the setting needs to do to improve further

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

- strengthen the systems for monitoring the progress of different groups of children to help identify and address any weaker areas and close any gaps in achievement
- enhance the process of self-evaluation to target precise areas for improvement to help raise the quality of the nursery to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as safeguarding policies and procedures, children's records and evidence of the suitability and qualifications of staff working in the setting.
- The inspector carried out a joint observation of a planned adult-led activity with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback obtained by the manager.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the referral procedures to follow should they have concerns about the safety or welfare of a child. They are confident to report any concerns about the behaviour of a member of staff to the appropriate professionals. Robust recruitment procedures help to ensure that staff are suitable to work with children. The managers use their good knowledge, skills and expertise to guide, coach and mentor staff. They carry out supervision sessions and appraisals to manage staff's performance. They provide a wide range of opportunities for professional development and training to help staff to further enhance their knowledge and skills. This has a positive impact on improving learning outcomes for children. Staff have close relationships with the schools and nurseries that some children also attend. Teachers from schools are invited into the setting to talk to key persons and meet children that are due to start school, contributing to good consistency and continuity of care and learning for children.

Quality of teaching, learning and assessment is good

Children demonstrate high levels of engagement in activities. They persevere, concentrate and spend long periods of time at activities they enjoy. Babies have a wealth of opportunities to explore and investigate. They are fascinated when they put pom poms down a tube and squeal with excitement and anticipation as they wait for them to come out of the other end. Staff provide different types of activities to help children to develop good literacy skills. Staff skilfully provide them with resources and experiences that meet the individual learning needs of children of all ages and capabilities. For example, young children explore the texture of flour with their hands and fingers. Older children make marks in it with paintbrushes and pre-school children name the shapes that they can see in it. Children enjoy singing phonics songs, self-register on arrival and write their names. When children make spiders out of dough, they say, 'The spider needs eight legs, it has seven, so it needs one more. It is big, has long legs and a small body'.

Personal development, behaviour and welfare are good

Staff play alongside children to teach them how to share and take turns and learn the difference between right and wrong. They make excellent use of signs and symbols to enhance children's understanding of how their actions affect the feelings of others. Children behave well. Staff talk to children at mealtimes and snack times about food that is good for their bodies and helps them to grow big and strong. This helps children to develop a secure understanding of the importance of healthy eating.

Outcomes for children are good

Children make good progress and achieve levels of development that are typical for their age. They learn to link sounds to letters they represent and show a good understanding of shape, measure, numbers and counting. Children gain a wide range of skills, abilities and attitudes that helps to prepare them well for their future learning and school.

Setting details

Unique reference number	EY499984
Local authority	Tameside
Inspection number	1108110
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	57
Number of children on roll	35
Name of registered person	Victoria Winkley & Amanda Brooks Partnership
Registered person unique reference number	RP900978
Date of previous inspection	20 June 2017
Telephone number	0774277989

Bluebells Out of School Club registered in 2016. The club employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and six at level 3. The club opens from Monday to Friday all year round, except bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The setting provides full day-care provision and out-of-school provision.

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