

# Bridges Before And After School Club



Crawshawbooth Cp School, Burnley Road, Rossendale BB4 8AN

<b>Inspection date</b>	4 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	

Effectiveness of 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

### The provision is good

- The manager uses her strong links with the school to evaluate her club and continue her programme of improvement. She liaises with the headteacher to help reduce gaps in learning and to promote the school improvement plan. For example, the manager plans activities to support children to develop writing skills.
- Staff support children well to develop personal, social and emotional skills. During disagreements staff help children to think about how the feelings of others might be hurt and how compromise means not always getting their own way. Consequently, children learn how to negotiate and consider the opinions of others.
- Confident children express their approval of the club. They say they enjoy the activities and playing with their friends. They praise staff and especially delight in the pancakes provided when they celebrate a birthday.

### It is not yet outstanding because:

- Although the manager ensures that staff attend training courses to improve their general practice, she does not direct them to courses to further enhance their interaction skills. Consequently, staff do not always use opportunities to engage children in conversations that challenge their thinking.
- While the manager encourages the children to benefit from being outdoors, she does not enrich the environment to stimulate all children who prefer to play outside.

## What the setting needs to do to improve further

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

- enhance training opportunities to support staff to extend their interactions with children
- enrich even further the outdoor environment to stimulate and interest all children who prefer to play outdoors.

### Inspection activities

- The inspector took a tour of the setting inside and outside.
- The inspector spoke with staff and observed their interactions with children.
- The inspector conducted a joint observation with the manager and evaluated her assessment.
- The inspector spoke with parents and children to consider their opinions.
- The inspector viewed documentation, such as policies, procedures and documents relating to the vetting of staff.

### Inspector

Karen Bingham

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager puts measures in place to minimise risks and keep children safe. Staff know how to identify signs and symptoms of abuse and how to report their concerns. Successful induction procedures make sure that staff are vetted, suitable for the available position and supported during their employment. The manager provides an interesting and stimulating indoor environment. The resources on offer motivate children to play and learn. They happily choose from a variety of options that helps them to expand their knowledge. The manager cultivates an environment for celebrating difference and understanding the wider world. Children explore the festivals of other cultures and access maps of the United Kingdom, flags of the world and information about the solar system. They think about the world wars and remembrance and learn about democracy by devising their own 'golden rules'. The manager and staff develop strong relationships with parents by keeping them well informed through written and verbal communications. Parents feel supported and report how much their children enjoy the club.

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

Enthusiastic staff organise group games. Children have fun running the length of the yard and playing ball games together. The games support physical and mathematical development while also fostering the capacity for cooperation, teamwork and following directions. Children consider and discuss future ambitions and goals. They write their dreams onto 'dream jars' and display them on the wall. This helps children to build self-esteem and have confidence in their own abilities. Staff provide activities that support children to develop hand-to-eye coordination and writing skills. For example, children enjoy picking up fluffy balls and small pieces of wood with chopsticks and transporting them to containers. Staff encourage independence. They urge children to do things for themselves and to make their own choices regarding the activities they do and resources they wish to play with.

### Personal development, behaviour and welfare are good

Staff effectively manage children's behaviour and role model consideration for others. This helps children to behave well and learn how to treat their friends. Children know and understand the caring ethos of the club and they talk about how they should be considerate, cooperative and courteous. They demonstrate this by helping each other and showing concern when other children have small accidents. For example, older children comfort younger children and distract them with happy discussions about their past. Children eat healthy snacks and report that they can access water at all times via the water fountains. Members of staff also work with children during the school day. The key person for the younger children spends the day with them in Reception class. This allows children to build special bonds with staff, and complements children's learning in school. Consequently, children settle quickly and feel secure in their surroundings.

## Setting details

<b>Unique reference number</b>	EY537595
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10076850
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	47
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Bridges, Sarah Jay Abbie
<b>Registered person unique reference number</b>	RP537594
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01706228664

Bridges Before And After School Club registered in 2016. The club employs six members of childcare staff. Of these, one holds a qualification in childcare at level 6, three hold qualifications at level 3, and one holds a qualification at level 2. The club is open Monday to Friday, during term time only. Sessions are from 7am to 8.45am and from 3.15pm to 6pm.

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