

Inspection date	21 November 2018
Previous inspection date	22 April 2015

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

- Managers and leaders show a high aspiration to improve. Staff strongly encourage children to 'have a voice'. Exciting opportunities, such as becoming a club councillor, contribute towards children being able to express their views, make decisions and put forth their ideas for continued improvement. This helps to promote an inclusive ethos.
- Staff create a welcoming, friendly and relaxed atmosphere in the club. Effective systems, such as collecting the youngest children from their school classrooms and assigning new children with a buddy, help to support a smooth transition. Children are clearly very happy and settled. They thoroughly enjoy their time at the club.
- The well-qualified staff plan fun and engaging activities that complement children's learning from school. Exciting challenges, such as calculating how many star jumps children can complete in one minute, help them to advance their mathematical skills.
- Staff lead by example. Their friendly and helpful natures are filtered through their effective interventions. Innovative ideas, such as the kindness tree and star of the night awards, help to recognise and celebrate children's special attributes. This helps children to gain confidence and adopt a high sense of self-worth.

It is not yet outstanding because:

- Occasionally, during some daily routines, staff do not ignite opportunities for children to converse with others and share information about their personal experiences of school.
- The manager has not yet explored a wide range of professional development that is sharply focused on enhancing staff's knowledge and practice to an outstanding level.

What the setting needs to do to improve further

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

- strengthen daily routines and provide more opportunities for children to share information about their school day, to help to spark conversations and further cherish the diversity of their personal experiences
- explore a wider range of continuous professional development and help all staff to develop their knowledge, skills and expertise to the very highest levels.

Inspection activities

- The inspector observed the range of activities provided and the interactions between staff and children.
- The inspector spoke with the staff and children at appropriate times during the inspection. She held a meeting with the manager.
- The inspector and manager jointly evaluated a planned activity.
- The inspector looked at a range of documents, including evidence of staff suitability, a record of staff qualifications and training, self-evaluation documents, policies and procedures and children's memory books.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent reference letters.

Inspector
Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that all staff have a good understanding of the procedures to be followed to protect children's welfare. Staff are vigilant. Risks are identified and minimised and take account of any contributing factors. For instance, staff choose not to use areas, such as the woodland area during the winter months when darkness falls much earlier, to help to ensure that children remain safe and seen at all times. Recruitment and induction procedures are robust. Regular supervisions identify what staff do well and what needs to be improved. Staff speak regularly with teachers from the host school to share in-depth information about children's care and learning. They embrace the ideas that children initiate, for example, staff have recently provided a new pool table for children to access in response to their views. This is already helping to enhance children's physical skills, improve their turn taking skills and support their ability to compete in a friendly manner.

Quality of teaching, learning and assessment is good

Staff actively promote children's learning and development at the club. They provide fun ways for children to extend on their current learning from school. For example, staff provide opportunities for children to dress up as detectives and search for numbers in their environment. This motivates children to explore and builds on their good knowledge of different numerals. Staff swiftly respond to the future learning ideas that children express. They provide a wide range of materials that inspire children to design and create. Staff work in true partnership with teachers from the host school and engage children in joint themes, such as 'London's burning'. They use these opportunities well to enhance children's awareness of different festivals, such as bonfire night. Children thoroughly enjoy weekly events, such as baking night and enjoy taking recipes home to build on and consolidate their skills. Staff act on any feedback from parents. For example, they make time to listen to children read during the hours of the club when children are less tired, to help to advance their early reading skills.

Personal development, behaviour and welfare are good

An effective key-person system helps to ensure that children's needs are well met. Staff form a secure bond with each and every child. They gather detailed information from parents when children first start so that they know children well. Effective strategies, such as meet and greet sessions, are used well to keep parents informed of their children's time at the club. Staff are good role models for behaviour. Their effective use of motivational quotes, such as 'keep going you can do it', help children to adopt a 'can-do attitude'. Children persevere for lengthy periods when attempting to throw a ball through a basketball hoop and readily take on additional challenges. They enjoy completing responsible tasks, such as hanging their coats and bags up on arrival, to develop their independence. Staff provide open access to the outdoors for fresh air and exercise. They provide new play ideas, such as pretending to go to the shops, to help to enhance children's imagination. Involvement in community events, such as litter picking, helps children to adopt a sense of care for the environment and world around them.

Setting details

Unique reference number	EY429552
Local authority	Lancashire
Inspection number	10070908
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 11
Total number of places	50
Number of children on roll	104
Name of registered person	Nihill, Jayne Margaret
Registered person unique reference number	RP515596
Date of previous inspection	22 April 2015
Telephone number	07946515126

Smash registered in 2011 and is based within St Mary's and St Benedict's RC Primary School in Bamber Bridge. The club employs 5 members of childcare staff. Of these, all hold appropriate qualifications at levels 2, 3 or 5. The club is open Monday to Friday, from 7.30am to 8.55am and 3.15pm to 6pm, during term time.

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