

# JB's and Earlybirds Out of School Care Club



Baines Endowed School, Station Road, Thornton-Cleveleys, Lancashire  
FY5 5HY

<b>Inspection date</b>	5 June 2019
Previous inspection date	10 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The manager is passionate about meeting the needs of children and their families. Self-evaluation is robust. The manager actively seeks views of children, parents and staff to improve and drive forward further changes.
- Staff provide a warm and stimulating environment. The outdoor area is at the core of the setting. Children have continuous access to the outdoor space, which offers an abundance of different learning experiences. They relish opportunities to create a café in the mud kitchen, adding lavender and flowers to their wonderful mud cakes.
- There is an extensive range of good-quality resources for children to freely access and make choices about their play. Children settle quickly and become highly engaged with the exciting array of activities on offer.
- Children are happy and enjoy their time in the club. They demonstrate confidence as they interact freely with adults, including visitors. Children understand behaviour expectations well. They are kind and considerate and their behaviour is very good.
- Partnership working is strong. Staff work closely with the host school and parents, sharing information about the children in their care. This creates a consistent approach which complements children's learning.
- Although procedures are in place for monitoring staff practice, supervision is not yet focused precisely enough to support individual staff members to raise the quality of their practice to an outstanding level.
- Staff regularly complete relevant training. However, the knowledge gained is not always embedded effectively into everyday practice to raise their already good standards to an even higher level.

## What the setting needs to do to improve further

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

- refine staff supervision and monitoring systems to identify and tailor support to individual staff members, to raise the quality of their practice to a higher level
- evaluate the effectiveness of staff training to ensure the knowledge and understanding gained is fully embedded into everyday practice.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the manager and spoke to members of staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at samples of paperwork, including risk assessments, policies and procedures, suitability of staff and committee members and the setting's action plan.

#### Inspector

Rachel Strutt

## Inspection findings

### Effectiveness of leadership and management is good

The experienced manager and her well-qualified staff team are dedicated to providing a high-quality service where children thrive from play experiences offered. Safeguarding is effective. Children's safety is of high importance. Staff have a good knowledge of child protection issues. They know how to recognise signs and symptoms of abuse. Staff are deployed effectively to supervise children at all times in order to maintain their safety. Robust risk assessments are in place and all areas of the club are safe and secure. Parents are very complementary about the club. For example, they say that their children always want to attend the club and that the staff and activities offered are 'fantastic'. Staff use effective communication methods, including sending out monthly newsletters and daily feedback to keep parents informed about what their children have been doing.

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

Children enthusiastically come into this busy and vibrant club and share with staff what they have been learning in school. Children excitedly discuss which toys and equipment they would like to use and choose what activities that they would like to take part in. This supports children's independence, choice and decision making. Children play cooperatively together as they make dens, play football and share bicycles and scooters. Staff value the voice of children and offer planned activities that support their interests. For example, children enjoy making 'squishies' out of shaving foam and paint as a direct result of a child's suggestion. Staff interact with children well, engaging with them to help motivate them in their learning. Children demonstrate good listening and attention skills, as staff model how to use resources. They regularly observe children as they play and share this information with teachers, which supports children's assessment within school.

### Personal development, behaviour and welfare are good

Children build strong relationships with staff, who warmly greet children on arrival. Children form strong friendships. This is evident from the inclusive and kind manner in which they interact with each other. Staff support children to follow the club routines and rules. Children follow consistent hygiene practices as they wash their hands and sit down for snack. They enjoy healthy and nutritious food with salad and vegetables in abundance. Children are self-confident, resilient and self-assured individuals. Staff praise and encourage children and model their high expectations of behaviour. Older children show consideration to younger children. For example, they include younger children in football games and engage in conversations during craft activities. Children's personal, social and emotional development is given high priority. For example, some staff are attending a course on children's mental health, supporting them to recognise if a child is experiencing difficulties and how to promote positive mental health in the club.

## Setting details

<b>Unique reference number</b>	EY273092
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10073286
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	JB's and Earlybirds Out of School Care Club Committee
<b>Registered person unique reference number</b>	RP521812
<b>Date of previous inspection</b>	10 May 2016
<b>Telephone number</b>	01253 823 420

JB's and Earlybirds Out of School Care Club registered in 2004. The club employs seven members of staff, all of whom hold appropriate early years qualifications from level 2 to level 5. The club opens from 7.45am to 8.40am and from 3.20pm to 5.30pm, Monday to Friday, during term time. It provides care for children attending the host school.

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