

# Big Stars Play Club

Big Stars Play Club, 588 Broadway, Chadderton, Oldham OL9 9NF



<b>Inspection date</b>	5 June 2019
Previous inspection date	Not applicable

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

- Staff are well qualified and observe children's play to establish what they know and can do. They quickly identify any gaps in children's learning and provide activities that help them to reach expected levels of development for their age. Staff plan a wide range of stimulating resources and experiences based on children's interests. Children demonstrate good levels of engagement in activities and a positive attitude to learning.
- The environment, both indoors and outdoors, is well organised. It provides children with opportunities to make choices about what they want to do. Children are full of excitement when they arrive from school and eager to participate in the extensive range of activities on offer. They thoroughly enjoy their time at the club.
- The key-person system is well established and effective. Children form close and trusting relationships with their key person and all staff. For example, they seek staff out to share their achievements, such as how they can successfully pedal a bicycle. Children demonstrate very good levels of emotional security and self-esteem.
- Partnerships with other settings that children also attend are very good. Staff work extremely closely with the nursery and school staff to enrich and extend children's learning experiences. They create a consistent approach that helps to complement children's learning and support their future progress. For example, when children learn about superheroes in school, staff provide them with superhero figures to help enhance their creativity skills and imagination.
- The manager does not monitor staff practice to maximum effect to clearly identify their individual training needs to help raise the quality of their interactions with children to the highest level.
- Staff do not always make the best use of opportunities to support children in self-chosen play to learn about the similarities and differences between their own and other cultures, traditions and experiences.

## What the setting needs to do to improve further

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

- strengthen the process for ongoing supervisions and monitoring of staff performance to target their individual training needs to help drive the quality of their interactions with children to an even higher level
- provide further opportunities for children to gain a greater understanding of diversity, such as the cultures, traditions and experiences of others which may be different to their own.

### Inspection activities

- The inspector completed a tour of the premises.
- The inspector observed staff interacting with children during activities in the indoor and outdoor environment.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and discussed practice. She looked at relevant documentation, such as safeguarding policies and procedures, children's records and evidence of the qualifications and suitability of staff working in the club.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

#### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a secure understanding of their responsibilities to keep children safe. For example, they all attend regular safeguarding training and understand the process to follow should they have concerns about a child in their care. Staff carry out thorough risk assessments to protect children from harm. Self-evaluation is an ongoing process and includes the views of staff and parents. In addition, the club council gives children opportunities to suggest improvements they would like to see in the club. Staff continually reflect on the service they provide and make changes to improve the overall quality of the provision. For example, the introduction of the new climbing frame has had a positive impact on children's physical skills and their enjoyment of the outdoor play area. Partnerships with parents are strong. Parents are highly complimentary about the club. They comment that children are happy, safe and well cared for while they are at work.

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

Well-qualified staff know the children they care for very well. They provide opportunities for children who want to rest, relax and play quietly after a long day at school. For example, dens contain cosy cushions, fibre optic lights and soft toys, where children read stories and look at books. In addition, children thoroughly enjoy physical exercise in the extremely well-resourced outdoor play area. They ride bicycles, jump in and out of tyres and use large climbing equipment. Some children demonstrate remarkable physical skills for their age. For example, they hang upside down from gymnastic rings and bars and competently climb ladders and steps. Staff extend children's personal, social and emotional development and communication and language skills well. Children talk confidently to staff about what they have been doing at school. For instance, they talk about the letter sound their name begins with and recall that the hungry caterpillar in the story 'had a tummy ache'. They look at each other and say, 'You have white, black and green eyes and I have white, black and brown eyes'. Children demonstrate good creative skills and imagination. They pretend to cook hot dogs and burgers on the barbecue and ask their friends, 'Do you want sauce?'

### Personal development, behaviour and welfare are good

Staff teach children about the importance of healthy eating in a variety of ways, for example through topic work and creative activities. Children learn that eggs and chicken are good for their bodies because they contain protein. They know that milk helps to build strong teeth and bones and that it is important to drink water so that they remain hydrated. Children of all ages play together in harmony. Older children are superb role models for younger children. They invite them to join in their games and help them to complete tasks that they find difficult. Staff provide clear and consistent boundaries to teach children right from wrong. Children's behaviour is good. They are tolerant of the needs of others and share their toys well. Children demonstrate a good understanding of how to manage their own safety. For example, they call out to children at the bottom of the slide before they slide down to ensure that they do not bump into anyone. They know that they must not walk in front of the swings because they could get hurt.

## Setting details

<b>Unique reference number</b>	EY548119
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10106825
<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>	3 - 12
<b>Total number of places</b>	32
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	The Little Stars Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP548118
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07747061101

Big Stars Play Club re-registered in 2017 due to a change in status. It is open each weekday, during term time, from 7.30am to 9.10am and from 2.50pm to 6pm. During school holidays the holiday club operates from 7.30am to 6pm. The club employs five members of childcare staff, including the manager. Of these, four hold an appropriate early years qualification at level 3.

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