

# Shine @ Flax Bourton Primary

Flax Bourton Primary School, Station Road, Flax Bourton, Bristol, Somerset BS48 1UA



<b>Inspection date</b>	2 July 2019
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

### This provision is good

- The manager and staff prioritise children's safety and welfare. They deploy themselves effectively to ensure children are always supervised and to meet their individual care needs.
- Children's behaviour is good. They understand and follow the club's rules well, and play happily in a safe and enabling environment.
- Staff provide a range of good-quality experiences which reflect children's different interests, ages and abilities. As a result, all children are highly engaged and focused in various activities. They enjoy playing team sports, such as netball and football, and use their imaginative skills well to design models and to draw.
- Staff implement an effective key-person system. They work closely with the host school and parents to exchange information about individual children. For instance, they share details relating to a child's pre-existing injury, accident or medication with parents upon collection.
- Staff attend weekly team meetings where they share good practice ideas. However, the programme for professional development is not embedded fully to help target individual training needs and address any specific gaps in staff knowledge.
- Although staff communicate regularly with parents about their children's daily experiences at the club, there are fewer opportunities for parents to take an active role in sharing their views to help improve the quality of the provision.

## What the setting needs to do to improve further

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

- focus more sharply on professional development opportunities for all staff to improve their personal effectiveness and to target any specific areas, to help drive improvement
- improve self-evaluation processes to include the views of parents to help raise the overall quality of the provision to the highest level.

### Inspection activities

- The inspector had a tour of the premises, including of the main hall and outdoor sports facilities.
- The inspector held a leadership and management meeting with the club's manager and the directors for safeguarding and training.
- The inspector spoke to staff, parents and children to gather their feedback about the club.
- The inspector sampled a range of documentation, including the club's safeguarding procedures, medication records and staff files.

**Inspector**  
Shahnaz Scully

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The designated lead person for safeguarding ensures staff have a good understanding of their role to keep children safe from harm. For example, all staff attend yearly in-house training to refresh their safeguarding knowledge. Staff are familiar with the main signs and symptoms of abuse and neglect, including the procedures for reporting any welfare concerns about a child. They remain vigilant at all times, especially as children move from the main hall to access the sports facilities outdoors. The manager undertakes daily checks to identify and remove any hazards. He records children's daily attendance accurately upon arrival and at collection times. Staff recruitment and induction procedures are effective. Managers undertake thorough vetting checks on all staff prior to employment, such as checking for any gaps in their work history, to ensure they are suitable for the role. Staff receive regular feedback from their line manager and all staff across the organisation have an opportunity for regular meetings, where they receive support and share ideas. Overall, management ensures a positive culture of safeguarding is embedded in the everyday life of the club.

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

Staff provide a good range of play experiences and children are confident to move around and engage in activities. For example, they focus well as they eagerly design pom-poms and create paper models. Staff observe children as they play and intervene to ask thought-provoking questions. This helps children to think about their design ideas. Staff have high expectations of what children can achieve. For example, they encourage older children to referee their own game of football, which they manage very well. Younger children listen to instructions well and support one another, such as when helping others to understand the rules of playing netball. Parents are highly complimentary about their children's experiences at the club. For example, they comment how the 'staff go above and beyond to make the experience positive' and 'provide a nurturing, stimulating and fun environment' for their children.

### Personal development, behaviour and welfare are good

Staff at the club are very respectful towards children. They treat all children as individuals and value their comments. Children are confident and emotionally secure in this friendly club. They settle in quickly upon arrival and listen carefully for their name during group registration. Older children are extremely caring towards the younger ones, such as offering comforting words if they see a child is upset. Staff are good role models. They are kind and gentle in their approach and manage any minor disputes between children effectively. Furthermore, they provide clear explanations to help children understand how their behaviour may affect others. Staff promote healthy eating and offer nutritional snacks, such as apples, oranges and crackers. They observe children closely to ensure their safety at all times. For example, staff respond quickly when they recognise some younger children are beginning to show signs of exhaustion due to the heat and send them indoors for a rest. Staff ensure all children have regular breaks to rest in the shade and drink regularly to stay hydrated, particularly when playing physically intense games, such as netball and football.

## Setting details

<b>Unique reference number</b>	2510947
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10113322
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	5 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Shine Wraparound Care Ltd
<b>Registered person unique reference number</b>	RP561376
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01174033033

Shine @ Flax Bourton Primary registered in January 2019. It operates from within Flax Bourton Primary School, in Bristol. The club opens Monday to Friday from 3.15pm to 5.55pm, during term time. The club employs four staff to work directly with the children. Most staff hold relevant qualifications in sports and coaching at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

