

<b>Inspection date</b>	23 August 2019
Previous inspection date	7 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 have a good knowledge and understanding of how young children learn. They observe children's play and assess their development. Staff identify any gaps in children's learning quickly and share these with teachers. This helps to promote good levels of consistency and continuity for children.
- The key-person system is well established and effective. Children develop close relationships with staff and strong friendships with each other. Staff provide a nurturing and welcoming environment and demonstrate a genuine affection for the children in their care. Children develop high levels of emotional security and self-esteem.
- Staff plan a wide range of activities indoors that capture children's interests and complement their learning in school well. Children are fully involved in the planning process and make independent choices about what they would like to do. They demonstrate extremely good levels of engagement in activities and a positive attitude to learning.
- Children behave very well and show a good understanding of the club's expectations. They are very kind and helpful towards staff and each other. Staff encourage children to resolve minor conflicts themselves and to agree on a solution. This helps children to learn how to negotiate and compromise and to listen to and value the opinions of others.
- Partnerships with parents are very strong. There is good two-way flow of information between the club and parents. This helps provide continuity in meeting children's needs. Parents are highly complimentary about the club. They comment that, 'we couldn't wish for a better place for children to spend their time after school'. Parents state that children, 'jump for joy and need no encouragement to attend the club'.
- Staff do not fully explore additional ways to extend children's good awareness of the similarities and differences between themselves and others to a higher level.
- Staff do not consistently plan outdoor activities to provide for all children's interests, particularly for children who prefer to play and develop their skills outside.

## What the setting needs to do to improve further

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

- develop wider opportunities to promote equality and diversity, to enhance children's awareness about similarities and differences between themselves and others to a higher level
- enhance the range of activities and resources available outdoors, to consistently provide for all children's interests, particularly for children who prefer to play and develop their skills outside.

### Inspection activities

- 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 had a tour of the premises.
- The inspector held a meeting with the manager and discussed practice. She looked at relevant documentation, such as safeguarding policies and procedures 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 have a secure knowledge and understanding of the action to take should they have concerns about the health or welfare of a child. They are confident to implement the whistle-blowing policy if they are concerned about the behaviour of a member of staff. The manager places high priority on helping staff to develop their knowledge and skills further. Training and continuous professional development is highly valued and well targeted to help to improve the overall quality of the club. The manager observes staff practice and meets with staff to identify their strengths and areas for further development. She encourages staff to consistently reflect on their practice and make changes to improve the quality of children's experiences. The manager is extremely skilled and experienced and an excellent role model. She mentors and coaches staff effectively and supports unqualified staff to help them to gain qualifications. The manager and staff team are committed to their roles and share high aspirations for the club.

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

Staff know the children they care for well. They are full of fun and enthusiasm and this is reflected in how they play and interact with children. Staff organise activities and the indoor environment to support children who prefer to play quietly and for those who enjoy physical play. For example, some children play board games in the foyer, while others engage in games such as skittles and ice hockey in the hall. Staff encourage children to follow their own interests and give them plenty of time and space to play. Children use their creative skills and imagination well. Following an adult-led baking activity, they decide to seek out pretend food and cooking utensils to make their own cakes. Children pretend to be hairdressers and make dens out of crates. They relish opportunities to learn new skills. For example, they eagerly follow instructions when staff teach them how to make friendship bracelets. Staff skilfully break down the process into small steps so that children can follow the instructions. Children carefully measure seven strands of wool, which they weave in and out of slots on a cardboard circle. They marvel at the patterns they make and persevere until the bracelet fits around their wrist.

### Personal development, behaviour and welfare are good

Staff gather detailed information from parents to help them get to know children well. This has a positive impact on the settling-in process. Children benefit from ample fresh air and exercise and are offered nutritious snacks and drinks of water. This contributes to their physical well-being effectively. Children take on responsibilities willingly and develop strong independence. For example, they help to tidy up, share resources and take turns. Children are kind, polite and respectful towards staff and each other. For instance, when playing, they say, 'can you pass me the piano please?'. Children are keen to share their knowledge with staff and visitors. They competently explain the rules of computer games, how to play electronic programs and what the buttons on the disc mixer are used for. Children develop a very good understanding of technology and how things work. This helps them to gain the skills they need for the future.

## Setting details

<b>Unique reference number</b>	312362
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10109625
<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 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	152
<b>Name of registered person</b>	Skools Out Ltd
<b>Registered person unique reference number</b>	RP909865
<b>Date of previous inspection</b>	7 August 2014
<b>Telephone number</b>	01457 832 361

Skools Out Ltd registered in 1999. The club is run by a private individual through a limited company. It operates from Monday to Friday from 7.30am to 9am and from 3.15pm to 6.15pm in term time. During school holidays the club is open from 7.30am to 6.15pm. It is closed over the Christmas period and on bank holidays. The club employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and six hold qualifications at level 3.

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