

Inspection of Jellybeans Out Of School Club

St Mary's Parish Centre, Fetaherstell Road, Littleborough, Lancashire OL15 8DW

Inspection date:

20 January 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children have high regard for their own personal safety and follow staffs' robust procedures as they are collected from school. Children arrive in high spirits and quickly settle at their self-chosen activities. Children are highly enthusiastic about the club. They beam with pride as they show visitors around. They confidently explain what they enjoy and highlight aspects of the club they are most proud of. For example, they have raised money for various children's charities and worked with staff to introduce the 'Super bean' award. This is given for good behaviour, hard work in school and helping others. This supports children to develop a positive sense of self-worth and develop their confidence and self-esteem. Children behave exceptionally well. Older children are particularly nurturing to younger children. More can be done to share information with the school, and nursery children attend to deepen staffs' understanding, allowing them to better support children's all-round care and education.

Children take an interest in books. They access a well-resourced selection of factual, fiction and non-fiction topics. Younger children enjoy cuddles with staff who read expressively to them and ask them questions to test their understanding. Older children huddle together on the sofa and independently look at books together. They giggle as they take turns to find a favourite character. Children's ideas on how the club can be improved are sought and encouraged. These include, new snack items added to the already healthy menu, and children's choices of activities are reflected in the planning and environment. Snacks are healthy and take account of children's unique dietary needs. Older children help themselves and pour their own drinks. However, these times of the day are not effectively organised to support the youngest children to further extend their independence and self-help skills.

What does the early years setting do well and what does it need to do better?

- Children demonstrate a real sense of belonging and they are supported by the kind and caring staff. Children develop positive attitudes and show high levels of compassion to others. They talk passionately about how they feel fortunate to have the luxury of living in modern Britain and understand that children in other countries may be less fortunate themselves. Children delight in showing visitors the rewards of their charitable efforts. For example, the photographic postcard sent from children living in Ghana. This was a thank you for donating money that has been used to build a new school.
- The manager and staff effectively evaluate the service they provide. They seek the views of children and parents as part of this process and use this to make meaningful changes. For example, they have enhanced the outdoor area to

include more physical play equipment. Additionally, they pose a 'question of the month' to enable parents and children to continually add their ideas and views. Parents comment that 'the staff are great' and say, 'my child loves it here and doesn't want to come home'.

- Staff use their good knowledge to plan interesting and fun activities for children of all ages that attend the club. In the main, these complement children's learning in school. For example, children enjoy playing word games and activities, such as colour by numbers. These support children's developing mathematics and literacy skills. More can be done to embed partnership working with the school and nursery. For example, sharing more detailed information about children's care and education to support them to build on their existing skills and further complement their learning in school. That said, parents do provide some information that staff use to enhance their planning.
- Children choose from healthy snacks, such as beans on wholemeal toast and have access to fresh drinking water. However, more can be done to better support younger children's growing independence and self-help skills. For example, ensuring snacks are easily accessible and at a height that younger children can reach. Additionally, allowing children to chop their own fruit, and providing smaller jugs that younger children can manage independently.
- The manager regularly monitors staff well-being and provides them with regular supervision and coaching. Staff have regular one-to-one sessions with the manager and are supported to attend mandatory and individualised training. Most staff have worked at the club for sustained periods of time. This supports staff to develop highly positive relationships with children and their families.
- Children behave impeccably and show care and respect for others. For example, when playing pool, older children explain the rules to younger children so they can join in the game. Additionally, they are careful to check that children are not in their way as they draw back their pool cues.
- Children confidently use resources, such as cardboard, pegs and lengths of material to create their own den. Staff encourage children to use their problem-solving skills. For example, children work out how to stop their den from collapsing. Children explore the texture of 'slime'. They discuss how it feels as it slips and slides through their fingers.

Safeguarding

The arrangements for safeguarding are effective.

Children confirm they feel safe and would speak to any member of staff if they were worried about something. Staff help children learn about keeping themselves safe. For example, during discussions they talk about internet safety and bullying. The manager has effective recruitment and vetting procedures in place. This ensures staff are suitable for their roles. All staff have a secure understanding of what to do should they have concerns about a child or the conduct of a colleague. Staff have recently updated their safeguarding knowledge. They have a firm understanding of wider safeguarding issues such as 'prevent'.

Setting details

Unique reference number	EY409405
Local authority	Rochdale
Inspection number	10065641
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	3 to 12
Total number of places	45
Number of children on roll	66
Name of registered person	Jellybeans Out Of School Club Partnership
Registered person unique reference number	RP529728
Telephone number	07544 884852
Date of previous inspection	3 July 2015

Information about this early years setting

Jellybeans Out of School Club was registered in 2010. The club employs 10 members of staff. Of these, nine hold appropriate early years qualifications at levels 2 to 6. The club opens from Monday to Friday during term time. Sessions are from 7.30am to 9am and 3.15pm to 5.45pm. The club offers a holiday club for four weeks of the summer holidays.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- The inspector completed a learning walk of the areas used by the club to find out how they are organised, and the range of activities provided both indoors and outside.
- The inspector accompanied the manager and staff when they collected children from school.
- The children and parents had discussions with the inspector, who sought their views on the setting.
- The inspector held a meeting with the manager who is also the provider. She checked a sample of documentation, including evidence of the suitability and training.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020