

Inspection of Brookside Out of School Care Club

Brookside Community Primary School, Bright Street, Clitheroe, Lancashire BB7 1NW

Inspection date: 27 January 2020

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy participating in the variety of interesting and engaging experiences provided. They are confident, self-assured and curious and are eager to explore and find things out. For example, children search for worms in the mud and work out how to wind up the technology toys. Children benefit from a range of outings that they may not otherwise undertake. For example, staff take children to local parks, forests and shops. Children buy food and take their own refillable containers to avoid using plastic packaging. This helps them to develop an interest and appreciation of the world around them.

Staff are good role models and give children gentle explanations of expectations of behaviour. As a result, children learn to share and take turns and they behave very well. They demonstrate that they feel happy and safe. The manager has high expectations of the staff. She is passionate about helping children to develop the key skills and attitudes they need to be ready for school. Children have their lunch in the school hall. Subsequently, they become familiar with the school environment. They gain independence and confidence as they serve themselves and carefully carry their plate to the table. Children have plenty of opportunities to play with vigour and energy. They carefully negotiate around other children and obstacles as they propel themselves forwards on ride-along toys.

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

- Children arrive with enthusiasm and excitement. Parents praise staff for helping to settle in children well. Children show a strong sense of belonging and are confident in new situations. They are eager to invite others to join in with their play and make imaginary cups of tea for them. Children ask visitors to spell their name, so that they can practise their early writing skills, ready for school.
- The manager provides ongoing training and supervision for staff and promptly identifies any weaknesses in practice. However, she has not been highly successful in helping staff to support children to deepen their understanding of mathematical concepts. This is particularly with regard to the less experienced staff.
- Staff use a range of activities to help children to learn about different people and cultures. For example, children watch a film clip showing Chinese dragons performing and celebrating Chinese New Year. They enjoy being creative and imaginative as they use scarves to wave and copy the dance movements.
- Parents are kept well informed of what children have been doing. Staff share helpful ideas for parents to promote what children need to learn next. Parents say they are very happy with the support from staff and the progress children are making. However, staff do not consistently gather feedback from parents to help evaluate the setting's areas to develop.

- Staff complete regular observations of children. They use these to promptly identify any gaps in children's learning and seek early professional help, when needed. Consequently, staff have a consistent approach to supporting children's learning and most children are making at least good progress. This includes those with special educational needs and/or disabilities and children who speak English as an additional language.
- Children's independence and self-care skills are promoted well. Older children volunteer to hand out snacks to their peers. Children learn to peel fruit, such as bananas, and dispose of their left-over food into the bin provided.
- Staff use a range of effective methods to promote children's language and communication skills. For example, they sound out words and use gestures to support new language. Children listen attentively to stories and join in with action songs with enthusiasm. As a result, children develop confidence in speaking and talking about their experiences. This includes children who speak English as an additional language.
- Staff know children well and value their suggestions and opinions. They encourage children to help plan activities and choose what to play with. Older children are invited to contribute towards planning the menu.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a confident understanding of how to recognise indicators that a child may be at risk of harm. They have a robust knowledge of how to manage any concerns that a child may be being abused or neglected. Staff understand their responsibilities regarding wider safeguarding issues and how to keep the environment safe from harm. They help teach children how to keep themselves safe. For example, after staff have checked, children are invited to do their own risk assessments and look for potential hazards.

What does the setting need to do to improve?

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

- focus supervision more sharply on helping less experienced staff develop an even better knowledge of how to support children's mathematical skills
- involve parents even more, including developing methods to seek their views and help develop plans for improvement.

Setting details

| | |
|--|---|
| Unique reference number | 309793 |
| Local authority | Lancashire |
| Inspection number | 10064226 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 to 11 |
| Total number of places | 50 |
| Number of children on roll | 29 |
| Name of registered person | Brookside Out Of School Care Club Committee |
| Registered person unique reference number | RP523304 |
| Telephone number | 07980 177411 |
| Date of previous inspection | 26 May 2016 |

Information about this early years setting

Brookside Out of School Care Club registered in 1999. The setting employs 12 members of childcare staff. Of these, six hold a qualification at level 3 and four hold level 2. The setting opens from Monday to Friday, all year round, except for two weeks during the school holidays and at Christmas. Sessions are from 7.30am until 6pm during term time and from 7.45am until 6pm during school holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Cath Palser

Inspection activities

- The inspector observed the quality of care and educational practices during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- A tour of the setting and joint observation were completed with the manager to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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