

Inspection of Walmsley

Walmsley Unitarian Chapel, Blackburn Road, Egerton, BOLTON BL7 9PR

Inspection date:

8 October 2021

**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

As children enter the club following a busy day in school, they do so with smiles on their faces. They show confidence and good manners while greeting the inspector. The COVID-19 (coronavirus) pandemic has resulted in ongoing adaptations and changes to routines. For example, parents wait near the door when collecting their children. This has a positive impact, as children show resilience and become more independent, such as by collecting their own belongings. An effective key-person system helps staff to establish and maintain wonderful, nurturing relationships with the children.

Children engage well in their play and the activities that they decide to complete. While staff provide a wide range of games and toys indoors, many children choose to spend most of their time in the large outdoor area. They enjoy playing together with the outdoor equipment. For example, children giggle with delight as they take turns to ride down grass slopes on toy tractors. They develop their strength and coordination skills as they climb on low-level apparatus and play archery. Children take part in ball games together and staff happily join in with the fun.

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

- Leaders show dedication and passion for the club. They explain that their main priority is to give children 'love, support and fun' by providing a home-from-home environment. Detailed self-evaluation includes the views of children, parents, and staff. This helps leaders to continually seek new ways to improve the setting even further.
- During periods of closure, due to the COVID-19 pandemic, leaders go above and beyond to support children and their families, staff, and the wider community. For example, they support parents of Reception-aged children in completing learning at home. Leaders maintain ongoing communication and offer additional support for families, such as by collecting food for those who are self-isolating.
- Staff provide children with experiences which complement their learning in school. For example, some children choose to complete their homework at the club, and staff support them to do this. Staff plan exciting events for children to take part in, which are based on themes, such as 'Horrible Histories' and the Egyptians.
- Children are proud of their achievements. For example, they relish explaining to the inspector that the award they have is for 'working very hard and asking questions all week' in school. Children learn about respect, similarities, and differences between themselves and others. Staff and children donate to charities to help people who are less fortunate.
- Care practices are good. Children serve their own breakfast and choose their

own food. They get water from the dispenser if they are thirsty. Mealtimes are lovely opportunities for staff to sit with the children and engage them in discussions about their day in school. Staff encourage children to manage their own risks while they play outdoors. Children understand safety measures, such as not using the large climbing apparatus during wet weather.

- Staff establish effective partnerships with the linked school. This enables children to be supported during the initial settling-in period, and throughout their time at the club. For example, leaders and staff share important information from the school to parents, which supports children's continuity of care.
- The well-being of staff is paramount to leaders. Staff comment that they work in an 'amazing and close-knit' team and are well supported. Leaders have good oversight over mandatory training, and make sure that this is kept up to date. They provide training, such as suggestions for activities and encourage staff to think of their own ideas. Leaders seek further ways to promote the continual professional development of staff.
- Parents cannot praise the club highly enough. They commend staff for being caring and nurturing, and say that they are 'wonderful, respectful and extremely accommodating'. Parents value the excellent communication from staff about their children's care and time at the club. They say that their children are always 'excited' about all the fun activities and events that the staff offer.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff carry out ongoing risk assessments to check that the premises are safe and secure. Most staff have current first-aid training and know how to help children during accidents and emergencies. Robust recruitment procedures ensure that staff are suitable to work with children. Staff complete safeguarding training, and leaders make sure that this knowledge is up to date. They have a good understanding of safeguarding issues, such as radicalisation and extremism. Staff know the referral procedure, and what to do should they have concerns about children's welfare or a colleague's conduct.

Setting details

Unique reference number	EY415511
Local authority	Bolton
Inspection number	10061644
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 at time of inspection	4 to 11
Total number of places	60
Number of children on roll	77
Name of registered person	School's Out Kids Club Ltd
Registered person unique reference number	RP904028
Telephone number	01204 598 097
Date of previous inspection	15 October 2015

Information about this early years setting

Walmsley registered in 2011. The club employs seven members of staff. Of these, five hold early years qualifications at level 3. During term time, the club opens Monday to Friday from 7.15am to 8.30am, and from 3.15pm to 6pm. During school holidays, the club opens from 7.15am to 6pm.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in his evaluation.
- The manager and the inspector completed a learning walk around the setting, to determine the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged with activities indoors and outdoors.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector held discussions with leaders, staff, parents, and children at appropriate times throughout the inspection.

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.

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