

Inspection of Ollies Before and After School Club

Our Lady of Lourdes RC Primary School, Rudgwick Drive, BURY, Lancashire BL8 1YA

Inspection date:

1 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

Children are very well settled and happy at this vibrant club. Although routines have been adapted due to the COVID-19 (coronavirus) pandemic, children take changes in their stride. For example, they hang their belongings on pegs and wash their hands on arrival. The values of the club are the same that children follow in the host school, including to be respectful, ready to learn, and safe. This promotes children's good behaviour. They play well together and share toys with their friends. For example, children use timers while playing on electronic devices to make sure that everybody can have a turn.

Children engage well in their chosen activities and show positive attitudes towards their play. They use small construction blocks to build detailed models of houses and explain each part, such as the sofa and table. Children create 'alien' paintings by making handprints with paint and adding 'googly eyes' using glue. They use their imaginations while playing with plastic animals. Outdoors, children show good physical skills as they use hula hoops and skipping ropes. They throw beanbags and kick balls. Children show excellent coordination and balance while using the climbing apparatus.

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

- Leaders explain that their vision is to create a home-from-home atmosphere at the club. They want children to feel safe and relaxed after a busy day in school. Leaders seek the views of parents, children, and staff to inform the self-evaluation of the club. This means that leaders' capacity to continually improve is good.
- Staff organise activities and play opportunities for children which complement their learning in school. For example, children practise their mathematical skills by putting numbered cones in order outdoors. They develop their small-muscle skills by using pencil crayons to make pictures. Children practise writing their names and staff help them to spell words. They draw self-portraits and learn some of the ways that they are unique during an 'All about me' theme.
- Care practices are good. Children eat healthy and nutritious food. Their growing independence is given priority. For example, at snack time, children butter crackers using knives and choose which toppings they would like. Staff encourage children to challenge themselves and take appropriate risks when using the outdoor equipment.
- Staff and children have delightful relationships. Throughout the session, staff interact well with children, such as by engaging them in thoughtful conversations and joining in with their play. Children show delight as they win against staff during card games. They are confident and caring individuals. For

example, some children say that they enjoy playing with the youngest children because 'they are really good fun and have ideas for play'. Children are well mannered and say 'you're welcome' to the inspector when he thanks them for talking to him.

- Partnership working is excellent. The club is an important part of the host school. All club staff work at the school during the daytime. This means that children and staff know each other well. As a result, children are exceptionally well supported during the initial settling-in period and throughout their time at the club.
- An effective programme of support and training helps to further improve staff practice. For example, recent training has a positive impact on children's play, because interactions between staff and children help children to engage. Staff comment that they are supported by leaders and enjoy their roles. They discuss how they each bring different skills and personalities to the team, which the club and children benefit from.
- Parents comment how 'brilliant and caring' staff are, and how staff meet the needs of their children. They say that their children 'love coming to the club' and that they 'cannot speak highly enough' of it. Some parents remark that they would like to know more about what happens within the club.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Robust recruitment procedures ensure that all staff are suitable to work with children. Staff access safeguarding training and leaders check that this knowledge is kept up to date. Staff know how to keep children protected from harm. They understand the referral procedure to follow if there are concerns about children's welfare or the conduct of a colleague. Staff have a broad understanding of safeguarding issues, including online safety and female genital mutilation.

Setting details

Unique reference number	EY240710
Local authority	Bury
Inspection number	10073122
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	40
Number of children on roll	62
Name of registered person	Ollies (Our Lady of Lourdes) Committee
Registered person unique reference number	RP520855
Telephone number	0161 761 2026
Date of previous inspection	13 April 2016

Information about this early years setting

Ollies Before and After School Club registered in 2002. The club employs five members of childcare staff. Of these, two hold early years qualifications at level 2, and three are qualified to level 3. The club operates Monday to Friday, 7.15am to 8.55am and 3.15pm until 6pm, during term time only.

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 of the setting.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- 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.
- The inspector held discussions with leaders, staff, and children at appropriate times throughout the inspection.
- Parents' views were taken account of, through conversations and written testimonials.

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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