

Inspection of Bitesize Bootcamp

Forest Park School, 27 Oakfield, SALE, Cheshire M33 6NB

Inspection date: 12 April 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and safe at this special club. Although there have been some changes, due to the COVID-19 pandemic, children have adapted well and fully understand the routines. For example, they confidently say goodbye to their parents at the entrance and know where to put their belongings. Staff get to know children well, which helps them to settle quickly and have a strong sense of belonging.

Children's excitement fills the air. They have positive attitudes towards their play. For example, children relish the abundance of opportunities to engage in physical activities outdoors. They develop their large-muscle skills, spatial awareness and coordination as they run, skip and jog. Children energetically copy staff as they model how to perform star jumps and squats. Indoors, children happily choose where they want to play. They develop their imaginations while enacting roles of vets and pretend to talk on toy phones, inviting their friends to a party. Children show good small-muscle skills while drawing and colouring. They follow their own ideas while building with small construction blocks. For example, children make detailed models of cars and explain the different parts of them. Staff read stories to children and they listen with interest.

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

- The provider is resolute in her vision for the club, which is to promote children's 'positive attitudes towards physical, emotional and social development' in a 'safe and fun environment'. Self-evaluation includes the views of children, parents and staff. This helps leaders to identify ways to improve, such as by purchasing new outdoor equipment following children's interests.
- Staff provide children with play experiences which complement their learning from school. For example, children have opportunities to practise number recognition while playing card games. They verbally count numbers prior to exercising. Children complete word searches and practise their writing skills.
- Children are learning that they have similarities and differences to other people, and that diversity should be respected and celebrated. Leaders promote equality well. For example, they provide children with opportunities to learn about the make-up of different families, while celebrating 'Pride' month. This helps children to prepare well for life in modern Britain.
- Children show good behaviour. They know what staff expect of them and follow instructions without hesitation. Children are confident communicators. They freely talk to their friends, to staff and to the inspector. For example, children tell the inspector that their coconut rolls are 'crunchy' and that coconuts 'come from trees on the beach'. They say that their favourite activities include building

models and playing outdoors.

- Overall, care practices are good. Children spend much of their time at the club accessing the outdoors for fresh air and exercise. They talk about healthy lifestyles, for example, when saying that jogging slowly at the beginning will help to 'save energy for the end'. Children wash their hands when they arrive at the club, and use hand sanitiser throughout the day. That said, staff do not always check that children wash their hands before eating.
- Staff report that they work in a positive team. They say that they 'work really well together' and utilise their individual strengths and areas of expertise. Staff say that leaders are 'amazing' and support their well-being and professional development. Leaders encourage staff to complete training, to continue to improve their practice.
- Partnership working is strong. The club has excellent links with the host school. For example, staff also work at the school, which helps to support children's continuity of care. Parents report that they are 'very happy' with the 'fantastic' service that staff provide. They say that the staff take 'good care' of their children. Parents explain that their children enjoy attending and have improved in their confidence as a result.

Safeguarding

The arrangements for safeguarding are effective.

Recruitment procedures are robust and help to ensure that staff are suitable to work with children. Leaders make sure that staff receive up-to-date training in safeguarding and in first aid. Staff have a good understanding of how to keep children safe and protected from harm. They know the actions to take, should there be concerns around children's welfare or the conduct of a colleague. Staff have a broad understanding of safeguarding issues, such as peer-on-peer abuse and child sexual exploitation. Leaders follow comprehensive risk assessments to ensure that the premises and activities are safe and secure for the children.

Setting details

Unique reference number	2510454
Local authority	Trafford
Inspection number	10207789
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	3 to 11
Total number of places	40
Number of children on roll	52
Name of registered person	Bitesize Bootcamp Limited
Registered person unique reference number	2510453
Telephone number	0161 9734835
Date of previous inspection	Not applicable

Information about this early years setting

Bitesize Bootcamp registered in 2019. The club operates from school premises and offers holiday care only, between the hours of 8am and 6pm. It closes for bank holidays and one week at Christmas. The club employs five members of childcare staff. Of these, two are qualified at level 3, and one holds qualified teacher status.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The provider 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 the provider, staff and children at appropriate times throughout the inspection.
- Parental views were considered by the inspector, through written testimonials and a discussion.

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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