

# Inspection of The Bungalow School Club

52 Tanhouse Drive, Wigan, Lancashire WN3 6JP

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Inspection date:

10 May 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### This provision meets requirements

Children happily arrive at the setting. They walk sensibly in pairs from school to the setting under the close supervision of the staff. Once inside, children confidently take off their own coats and place these and their bags on the correct shelf. This demonstrates they know what is expected of them. Staff offer lots of praise and encouragement for their efforts. This supports children's self-confidence and self-esteem.

Children quickly settle at their chosen activities, have good social skills and play harmoniously together. Children check in with key staff when they are unsure or need help. For example, they ask staff to help them lift down heavy toy boxes. In addition, they place toys and resources they have finished with back in the correct place. Staff are tuned into children's interests. They create play spaces that they know children will enjoy. For example, in the 'green room' children spend extended periods of time building dens. They imaginatively use items, such as pop-up tents and lengths of material, to create a 'chill out den'. Children show they have respect for other's ideas and opinions as they decide together how to decorate the inside of the den.

Leaders worked flexibly with parents and the local school throughout the COVID-19 pandemic. This means they were able to provide consistency of care for children when needed. Parents speak very highly about the staff and the quality of service provided. Parents describe the setting as 'lovely and homely' and say they 'would be lost without the valuable and flexible service'.

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

- Staff interact well with children and engage in meaningful discussions with them. For example, as children make hedgehogs with dough, staff demonstrate how to use a pencil to 'pluck' the dough to make a spike. Children listen attentively and follow staff's useful suggestions. They proudly show off their unique hedgehogs when they have finished.
- Children love to build with the small building blocks. They intricately fit the pieces together to make their own structures. This helps children develop good concentration, dexterity and their hand to eye coordination.
- Staff help children to develop a love of books. Children are encouraged to read at the setting and have access to a wide range of fiction and non-fiction literature. Staff work closely with the school children attend. This helps them to purposefully plan the play environments to complement what children learn at school. For example, this term's book focus is all about wildlife and so there are many different books, magazines and displays available for the children.

- The setting is managed well and staff say they feel very supported by the owner. Staff receive regular supervision and coaching, and undertake useful training. As a result, they confidently carry out their work to a good standard.
- Children behave well and are courteous and kind. Older children show care and compassion for the younger children. For example, they explain to them the rules for table football and show them how to use the handles to move the players. Children congratulate each other with a 'high five' when they score a goal.
- Staff include children in decisions to be made about the setting. For example, children share with staff their ideas for changes they would like to see in the outdoor area. The setting's owner has herself identified that the outdoor area would benefit from further development. For example, to allow children access to outdoors in all weathers. However, she has not yet implemented these. As a result, some opportunities for children outside are limited at this time.
- Children enjoy healthy snacks and have access to fresh drinking water. In the main, children's independence is promoted. They wash and dry their own hands after using the toilet and before they eat. Children peel their own fruit and older children can pour their own drink when they need one. However, younger children cannot. This is because the jugs provided are big and too heavy for younger children to lift and handle. This means younger children must wait for an adult to help them. The setting's owner intends to further review how snack time is carried out, so that children can choose when they want to eat and not have their play interrupted.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a robust understanding of safeguarding and child protection issues. They attend regular training and demonstrate they know what do should they have any concerns about a child or a colleague they work with. Staff help children understand how to keep themselves safe. For example, they work with the local school to cascade information to children about issues, such as how children can protect themselves when playing games online and when using social media. The setting is safe and secure. Recruitment and vetting arrangements ensure staff working with children are suitable for their roles. There are robust procedures in place for the safe use of mobile phones. Staff carry out daily risk assessments to identify any potential risks to children. This further ensures children's safety and well-being.

## Setting details

<b>Unique reference number</b>	2535415
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10208567
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Supercalifragilisticexpialidocious Ltd
<b>Registered person unique reference number</b>	RP539868
<b>Telephone number</b>	07854615604
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Bungalow School Club registered in 2019. The out-of-school club employs five members of childcare staff. Of these, two hold qualified teacher status and one staff holds a relevant level 3 qualification. The club opens Monday to Friday from 7am until 9am and from 3pm until 6pm, term time only.

## Information about this inspection

### Inspector

Donna Birch

## 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 their evaluation of the provider.
- The inspector spoke to the children and staff throughout the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation.
- The inspector observed interactions between the children and the staff.

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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