

Inspection of Go Outdoors Childcare & Holiday Club

54 Airdrie Crescent, Burnley, Lancashire BB11 4DW

Inspection date: 13 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children share their environment with rabbits at this stimulating outdoor provision. In the mud kitchen children mix natural ingredients to bake cakes. They talk about adding sand to the mud and grass to make it stickier. This is developing their imaginative and communication skills. As children hunt for bugs, they are learning about the natural world. They use pens to mark in the box when they find an insect and look to see what they need to find next. This supports their reading and writing. Children enjoy snuggling in the den with adults to look at storybooks together. They are developing a love of reading.

The behaviour of children is excellent because staff have high expectations of them. Children understand the routine. They run for carpet time when they hear the outdoor bell ring. They consider their friends and shout to those a little further away who may not have heard. Children are encouraged to manage their own risks and to have a go with adult support. This helps in building their confidence and resilience. Children are learning how to keep themselves safe by putting helmets on to ride the bikes. They ride and control confidently while avoiding obstacles, which supports their physical development. At the water tray they fill containers using syringes. This is supporting their fine motor skills ready for writing.

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

- The nursery manager has extensive forest school experience. She is creating an environment that offers children a wide range of learning opportunities through a richly planned curriculum. The key-person system ensures secure relationships between children and adults. Each child's key person carefully considers their next steps and interests within their planning. As a result, all children are making good progress in all areas of learning.
- Leaders have a clear vision and plan for the provision. They understand what is working well and areas for further development. Staff well-being is important to leaders. Staff say that they have a manageable workload and they feel valued and supported. Leaders also make good use of additional funding to support children's interests and meet individual needs. For example, they purchase road signs to support children to learn about road safety.
- Children are developing resilience and independence through a wide range of experiences and opportunities. For example, they must learn to use the swing independently with their own movements. This supports their physical development and coordination. However, staff do not consistently support the oldest children to understand what is expected of them during group circle times and adult-led activities. This does not help children to acquire the listening and attention skills they need for school.
- The special educational needs coordinator (SENCo) is highly motivated and

knowledgeable. She is supported by the senior manager who previously held this role. Children with special educational needs and/or disabilities (SEND) are well supported. The provision works closely with other professionals and parents to support children with SEND. As a result, all children are being given the opportunity to achieve to their fullest potential.

- Following the impact of the COVID-19 pandemic, children are closely monitored for speech and language delay. Early identification results in children being referred, if required, to additional services. Early intervention is also put in place to support their development. As a result, children are making good progress with their communication skills.
- Leaders have strong links with local schools. Headteachers recently visited for a transition stay-and-play to meet families. The provision has identified that phonics is offered differently in each of the schools. As a result, there is not a specific scheme of work that they are working with and they are focusing on letter sounds. However, not all staff are appropriately trained to support children with phonics activities. Consequently, there are inconsistencies with how they are delivered. For instance, not all staff model the correct pronunciation of initial letter sounds. This hinders children's early literacy development.
- Parents describe the staff as 'brilliant' and 'approachable'. They comment that the communication with staff is excellent. Parents say that children settle quickly and are growing in confidence. Their children love being outdoors all the time and are making excellent progress. Children have learned to ride bikes while at the provision, and staff have supported children with areas such as toilet training.

Safeguarding

The arrangements for safeguarding are effective.

Regular headcounts of the children are completed outdoors. High fencing and secure gated areas also keep children safe. When groups are further away from the main building, staff have a walkie-talkie for communicating. A robust recruitment process and probationary period ensure that new staff are suitable to work with children. Staff demonstrate a secure understanding of how to keep children safe. They know about the different types of abuse and the signs and symptoms. Staff also understand the procedures to follow if they feel a child is at risk of harm. They also understand the importance of whistle-blowing and the procedures they must follow.

What does the setting need to do to improve?

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

- support older children's attention and listening skills further as they prepare to move on to the next stage in their learning

- support staff to access appropriate training when delivering phonics activities to support children's literacy development further.

Setting details

Unique reference number	2566031
Local authority	Lancashire
Inspection number	10239199
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 at time of inspection	2 to 11
Total number of places	80
Number of children on roll	62
Name of registered person	Giant Leap Childcare and Learning Centre Limited
Registered person unique reference number	RP904213
Telephone number	01282425893
Date of previous inspection	Not applicable

Information about this early years setting

Go Outdoors Childcare & Holiday Club registered in 2020. The setting opens five days a week, from 7.30am until 5.30pm. The setting employs eight childcare staff, of whom, seven hold appropriate early years qualifications at level 2 or above.

Information about this inspection

Inspector

Jenny Burgeen

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 provision.
- The nursery manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the nursery manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of 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.

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 2022