

Inspection of School's Out Club

Burton Morewood C Of E Primary School, Main Street, Carnforth LA6 1ND

Inspection date:

19 July 2022

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children excitedly arrive at the setting and are greeted by friendly and enthusiastic staff. Children quickly store their bags away and eagerly go to talk or play with their friends. The setting has a wealth of resources, which supports the interest of all ages. For example, younger children enjoy role-play resources, where they use their imaginations and create different worlds. Older children enjoy art activities, where they develop their artistic skills and thinking skills. Staff cater for children's individual needs. For example, they adapt snack menus to support dietary requirements and allergies. They talk with children about breakfast cereals 'with sugar' and 'without sugar'. This helps children to understand the benefits of a healthy lifestyle.

Staff have high expectations for children. They plan activities which complement learning in school and allow children to explore the wider world. For example, children enjoy taking part in art projects that explore different cultures and faith events, such as Easter. Children are confident communicators and explore their imaginative ideas with adults. For example, children discuss the best name for a mermaid and the best way to make a marble run using a cereal box. Children listen with intent as others speak and are interested in what their peers have to say. Children demonstrate they have impeccable manners.

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

- The staff at the setting are knowledgeable and experienced in childcare. The staff team have daily verbal discussions, online meetings and use messaging to share information and promote teamwork. The managers regularly evaluate the setting and identify areas they would like to develop, in order to make the setting even better. They seek the views of children, - so that they feel part of the setting.
- Staff support children's emotional well-being extremely well. Some staff work as teaching assistants in the on-site school which means that they understand children's needs and can help them transition to the club after school. Care is given to children to support them through change. Staff support children with special educational needs and/or disabilities well as they follow the same methods used in school. This provides a consistent approach for children from all their carers.
- Staff work very closely with teachers from the on-site school. They share information between parents and teachers, so that all carers are aware of children's needs, for example, if a child is feeling a little unwell. The staff talk with teachers about topics that are being taught in school and offer activities to promote children's understanding. This means that activities in the setting

complement learning in school.

- Parents are extremely positive about the care and nurture their children receive while at the setting. They share that staff 'are fantastic' and 'are very responsive to any issues'. Staff invite parents to attend sessions when children initially start at the setting and encourage parents to share news from home. This helps to build positive relationships between parents and staff.
- Children's behaviour is exemplary. They instigate their own play and are able to resolve their own conflicts. Older children instinctively help younger children to achieve tasks. Children are very respectful and listen to one another as they talk. Staff are positive role models and offer consistent praise and encouragement to children. This helps children to develop their confidence and build high levels of self-esteem.
- There are lots of opportunities for children to build their physical skills. Children enjoy playing football, drawing and using the outdoor gym equipment. Staff help to build children's confidence and resilience. For example, children discuss they did not 'win' in a race and staff discuss that the important thing is to keep trying. This helps children to understand the idea of competition and striving for their personal goals.
- Positive attachments are in place between children and staff. Children eagerly share their news from home and enjoy talking with staff as they play. Staff support children's learning. For example, they make a 'magic squiggle' on a piece of paper and ask children to make a picture incorporating it. Children delight in turning the paper round and discussing the shapes they can see. This helps children's creativity, imagination and problem-solving skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of effective safeguarding practice. They know who to report to if they had concerns about a child's welfare and the procedures they would follow if a child made a disclosure. Children use electronic tablets at the setting, these have a child lock applied, so that children only access content that has been verified by staff. Children have access to the safe and secure school grounds, which are risk assessed on a daily basis. The managers deploy staff, so that children can be observed at all times. There is a secure password in place for adults collecting children who are not known by the staff. This helps to safeguard children.

Setting details

Unique reference number	EY493844
Local authority	Cumbria
Inspection number	10233998
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	20
Number of children on roll	74
Name of registered person	Melanie Cannon And Joanne Dugdale Partnership
Registered person unique reference number	RP909852
Telephone number	01524781627
Date of previous inspection	15 September 2016

Information about this early years setting

School's Out Club registered in 2015 and is privately owned. It operates from Burton Morewood Church Of England Primary School in Carnforth. The club employs seven members of childcare staff. Of these one holds qualified teacher status, four members of staff hold qualifications at level 3 and two staff are unqualified. The club opens five days per week, term time only. Sessions are from 7.50am until 8.50am and from 3.15pm until 5.15pm.

Information about this inspection

Inspector
Elisia Lee

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 carried out a tour of the setting. She held regular discussions with the two managers, staff and children throughout the inspection.
- The inspector spoke to parents. Their views were taken into account during the inspection.
- The inspector observed the interactions between staff and children throughout the inspection.
- A sample of documentation was observed by the inspector and first-aid certificates were viewed.

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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