

Inspection of Boltons After School Club

Bolton Low Houses C of E Primary School, Bolton Low Houses, WIGTON, Cumbria
CA7 8PA

Inspection date:

11 October 2022

**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 happy and enthusiastic as they enter the setting at the end of the school day. They thrive in the care of professional and dedicated staff, who provide a safe and nurturing environment. Children, who have only just started attending, show remarkable confidence and settle with ease. Staff give children a very warm welcome and explain the routine on arrival. Children acknowledge staff with a smile and a hug, demonstrating that they have formed close attachments with their caring adults. Children behave well and feel safe and secure. Younger children automatically help and support each other, and older children offer reassurance to them during activities and games. The ethos of the school flows seamlessly throughout the after-school club of 'Laugh, Love and Learn'.

Staff make good use of the indoor and outdoor facilities. Children enjoy themselves and have fun while playing bat and ball games. These activities not only challenge their physical skills, but help younger children to relax in their new surroundings and join in. Younger children access resources which meet their interest, such as farming. They confidently name the different types of farming machinery and the variety of animals looked after on their own farms.

Staff encourage children to develop active, healthy lifestyles. For instance, children follow good hygiene routines on returning indoors. They wash and dry their hands and help set up snack table. Children enjoy the social occasion created as they all sit together. They make choices about what they eat and select from a healthy range of food available.

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

- A positive working relationship is established with the host school. Staff work with the younger children in the Reception class and regularly speak with the older children's teachers during the school day. Therefore, they are very knowledgeable of the children attending each session and meet their needs very effectively. The club continues themes and topics to complement what children learn in class and what younger children require help with.
- Children enjoy their time at the club. They settle easily on arrival. Children are keen to discuss the activities they would like to do, and the activities planned for them. Staff are attentive and have good interactions with the children. The key-person system is effective. The manager works with the Reception-age children, so she has already established a good relationship with them and knows them well. This means that children are consistently supported by a familiar person. Staff consider children's emotional well-being well. For example, there are numerous cosy comfortable spaces for children to relax and look at books quietly

as they unwind from the school day.

- Staff establish a friendly but professional partnership with parents. Parents speak highly of the club, and they comment that they are kept fully informed about what their children have been doing. They say that their children are always happy and always want to attend. Parents are confident they are safe and well cared for.
- Staff promote healthy eating. They provide a variety of well-balanced food choices, which children enjoy. Staff relish the sociable snack time with the children as they chat freely with each other. Children demonstrate a good awareness of expected hygiene practises. Staff also promote the use of good social skills, such as using good manners and helping and supporting each other.
- Staff plan an exciting programme of activities for children. Staff give children choice about the activities they offer, which helps children to enjoy their time at the club. For example, younger children are provided with dot-to-dot tractor worksheets and number lines. They build on their skills of counting and number recognition as they complete the sheet ready to colour in. Children continue with this interest by engaging in small-world play with toy tractors, trailers and animals. They re-enact what they know and see on the family farm and enjoy explaining this to visiting adults.
- Children are very well behaved. Staff follow appropriate processes in place, which focus on positive reinforcement and supporting children to remain motivated by activities. Staff help children to understand expectations to keep them safe.
- Systems are in place to provide staff with high levels of support. Staff complete an in-depth training programme through the host school and attend regular supervisions. This means that they understand their role and responsibilities, which promotes the interests of children. Robust records are maintained of staff and committee members suitability and qualifications. This information is stored safely and securely. This promotes the safe and efficient management of the setting.

Safeguarding

The arrangements for safeguarding are effective.

Young children demonstrate that they feel safe through the secure attachments they have formed with the manager, who looks after them. Leaders have a good understanding of safeguarding procedures to keep children safe. They have a clear understanding of the signs that may indicate children are at risk of abuse. In addition, there are clear and effective procedures in place for reporting concerns about children or adults. These are understood by all those responsible for the operation of the after-school provision. The manager is confident in her role in recording and reporting concerns, including those linked to the 'Prevent' duty. Risk assessment and safety checks of the indoor and outdoor environments ensure children's well-being and safety.

Setting details

Unique reference number	EY455619
Local authority	Cumbria
Inspection number	10233865
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 10
Total number of places	16
Number of children on roll	10
Name of registered person	Boltons After School Club Committee
Registered person unique reference number	RP525078
Telephone number	07580544089
Date of previous inspection	28 November 2016

Information about this early years setting

Boltons After School Club registered in 2012. The club employs one member of staff, who holds an appropriate early years qualification at level 3. The club opens from Monday to Thursday, term time only. Sessions are from 3pm until 5.30pm.

Information about this inspection

Inspector
Carys Millican

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with leaders and staff, and has taken that into account in her evaluation of the setting.
- The headteacher showed the inspector around the premises and talked about how the provision is organised and about the activities provided for children.
- The inspector observed interactions between staff and children.
- The headteacher met with the inspector to discuss leadership and management matters. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on staff and committee members.
- The inspector and headteacher observed an activity together.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to parents and took account of their views.

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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