

Inspection of The Out of School Experience @ Redeemer

Blackburn Redeemer C E P School, Jack Walker Way, BLACKBURN BB2 4JJ

Inspection date:

8 November 2022

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children are remarkably settled at this wonderful and inclusive club. As they arrive and put their belongings away, staff greet them with smiles and ask them how their days at school have been. A highly effective key-person system enables staff to get to know children exceptionally well and to build delightful relationships with them. Staff have high expectations for children's behaviour, which is reflected in the respect that children show towards others.

Everywhere you look, children are highly motivated in their play and demonstrate an infectious eagerness to join in with the plentiful activities on offer. They follow their own ideas. For example, children work together to build a 'sofa' with foam bricks and decide to make cushions out of paper. Staff help children to build a tower and encourage them to talk and think 'like a designer', to see if they can make it taller. Children delight in sensory activities. They pour glitter and oats through funnels to make a 'secret potion'. There are many opportunities for children to develop their small-muscle skills, including by painting, colouring and practising to write their own names. Children build their mathematical knowledge while playing board games. They keep a tally of their scores during a game of table tennis. Children use their large-muscle skills in the outdoor area as they play ball games and use the climbing frame. Indoors, children partake in gymnastics and show excellent physical dexterity while jumping.

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

- The provider and her team are committed to 'building a community where children come first and are at the heart of everything' that they do. This vision is fully realised in practice. Leaders are always striving for the best. They seek the views of parents and staff to continually reflect and adapt, while keeping an 'absolute focus' on the children.
- Staff provide children with an array of extraordinary play experiences which follow children's interests. Additionally, staff are proactive in planning activities which complement what children are learning in school. For example, children enact the story of 'Goldilocks and the Three Bears' during a 'traditional tales' topic. Staff read the book with animation and children recall what happens during the story. These skilful interactions help children to develop in their communication, language and literacy skills.
- Children learn exceptionally well about the world around them. They explore different festivals and celebrations, and benefit from visitors such as the police. Children know that differences should be respected and celebrated. They talk about raising money for charity to help people who are less fortunate than themselves. These opportunities help children prepare for life in modern Britain.

- Children are very much involved in all aspects of the club. They enthusiastically share news at the start of each session and celebrate the achievements of their friends. Children join regular 'committee meetings' where they discuss a range of topics, such as how to stay safe during bonfire night or while online. Children help to determine the rules to follow while at the club. For example, they eagerly told the inspector that to be 'kind and help each other' are most important.
- Care practices are brilliant. Helping children to learn about healthy living is a priority for leaders. Children follow stringent hygiene practices and choose from a variety of healthy foods for their snack. They develop an excellent understanding of the importance of oral health and exercise. For example, children practise brushing their teeth and talk about visiting the dentist. They told the inspector that exercise helps them to 'get strong'.
- Partnership working is excellent. Leaders have established strong links with the host school, which supports children's continuity of care and learning. Parents report that the club has been 'fundamental' in supporting their children. They commend staff for knowing the children as individuals and for 'treating them like family'. Parents 'love everything' about the club and value the detailed and comprehensive communication from staff.
- The support in place for children with special educational needs and/or disabilities (SEND) is a golden thread of this club. Staff work tirelessly to help children with SEND, in partnership with parents and school staff. This enables children with SEND to settle, achieve the best play outcomes and to get the support that they rightly deserve.
- Staff access a bespoke programme of training and support. This helps them to continue to improve their practice. For example, training equips staff with the knowledge and skills to best support children with SEND. Staff report high levels of well-being and say that they 'love working here'. They find leaders 'amazing' and 'really approachable'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders complete robust risk assessments to ensure that the premises are safe and secure. They follow comprehensive recruitment and vetting checks to make sure that staff are suitable to work with children. Children learn how to stay safe, such as while outside of the club and school. Staff help children to complete their own risk assessments for activities, such as baking. Staff have up-to-date training in safeguarding and paediatric first aid. They know the local referral procedure and understand the steps to take if there were concerns around children's welfare or a colleague's conduct. Staff have a comprehensive understanding of safeguarding issues, including sexual exploitation and trafficking.

Setting details

Unique reference number	EY442856
Local authority	Blackburn with Darwen
Inspection number	10233809
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 11
Total number of places	50
Number of children on roll	112
Name of registered person	Out of School XP Ltd
Registered person unique reference number	RP903575
Telephone number	01254790333
Date of previous inspection	21 February 2017

Information about this early years setting

The Out of School Experience @ Redeemer registered in 2012. It operates from The Redeemer CE Primary School, in Blackburn. The club employs six members of staff. Of these, two hold early years qualifications at level 3, one member of staff is qualified to level 5 and one member of staff holds early years professional status. The club opens Monday to Friday, from 3.20pm to 6pm, during term time only.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The provider, the manager and the inspector discussed the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged with activities, indoors and outdoors.
- Parental views were considered by the inspector through discussions.
- The inspector held discussions with leaders, staff and children at appropriate times throughout the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training 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.

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