

# Inspection of BLAST

Blackshaw Lane Primary School, Blackshaw Lane, Royton, Oldham OL2 6NT

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Inspection date:

11 November 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### This provision meets requirements

Children arrive happily at this delightful club. They are keen to talk about their days with staff. For example, children say that they 'have been to the church' to take the wreaths that they made for Remembrance Day. Staff and children have warm relationships. Staff encourage children to take pride in their achievements. For example, they ask children what their stickers are for. Children say that they 'have been brave' at school. They talk positively about their 'always' badges, telling the inspector that they 'always make the right choices' and that they have achieved 'learner of the week' in school.

Children have positive attitudes towards the club and enjoy all that there is on offer. Many children choose to spend much of their time outdoors. They revel in the fresh air and engage in physical exercise, including running, using hula hoops and practising their ball skills with their friends. Children increase their upper-body strength while using the climbing frame. They develop their coordination skills as they skip with ropes. Children show creativity while painting and drawing. They say that they are 'making a sunset,' while others use collage materials to 'make a hedgehog.' While strengthening their small-muscle skills, children use their own ideas. For example, they make creatures out of play dough, such as a 'little green worm on the moon' and a 'big bear' who 'eats ants.' Children make their own jewellery, including bracelets and rings.

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

- The manager and her staff team aim to provide a 'safe and nurturing environment' for every child, focusing on their 'individual needs.' Leaders consider the views of parents, children and staff to inform self-evaluation. For example, they find out children's opinions and ideas during half-termly 'children's council' meetings.
- Staff provide a wide range of activities for children to engage in. They plan carefully so that many of these experiences complement children's learning from school. For example, they learn about anti-bullying and about different countries. Children can read from a good selection of books and can complete their homework with support from staff if they need it.
- Children learn about people and experiences different to their own, and about the world around them. For example, they explore festivals, such as Diwali and Hanukkah. Children talk about Remembrance Day, saying that it is to 'show respect for soldiers who died in the world war.' They understand that raising money for charity helps 'anyone in need.'
- Staff encourage children's independence and self-care skills. For example, children hand out snacks to their friends. They eat healthy foods, including

yoghurt, bananas, apples, tomatoes and cucumbers. Children discuss the importance of healthy eating, saying that eating fruit makes you 'big and strong'. They tidy their own rubbish away.

- Children are kind and caring towards others. For example, older children take time to talk and play with younger children. Children use good manners and hold the door open for their friends and for adults. They have an age-appropriate understanding of respect, such as when talking about honouring somebody who has died.
- Staff have good links with the host school and some staff work at the school during the school day. This helps to support children's continuity of care. Leaders make good use of the strong links with the provider's other setting.
- Parents report that staff care about their children and that they are approachable and accommodating. They say that their children are 'really happy to come' and that they 'would be lost without them.' Some parents would like even more insight into the activities and experiences that their children benefit from at the club.
- Staff work in a long-serving team and say that they are 'well supported' by leaders and each other. They feel that the club is 'family orientated.' Leaders ensure that mandatory training is up to date for all staff. They have identified that the programme of training is something that they intend on enhancing even further.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out robust recruitment and vetting checks which ensures staff's suitability to work with children. Staff receive up-to-date training in safeguarding and paediatric first aid. The manager keeps abreast of any changes in policy and disseminates updates to staff. Staff have a broad understanding of safeguarding. For example, they know about issues, such as fabricated illness and child neglect. They confidently explain the referral procedures to follow if they have concerns about the conduct of a colleague or worries about children's welfare. Staff check that the premises are safe and secure. They teach children how to stay safe, including about 'stranger danger.'

## Setting details

<b>Unique reference number</b>	EY314648
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10233675
<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>	3 to 11
<b>Total number of places</b>	35
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Royton After School Care Association
<b>Registered person unique reference number</b>	RP909947
<b>Telephone number</b>	07979 547 480
<b>Date of previous inspection</b>	18 January 2017

## Information about this early years setting

BLAST registered in 2005. It operates from Blackshaw Lane Primary & Nursery School in Oldham. The club employs four members of staff. Of these, one holds an early years qualification at level 2, and three are qualified to level 3. The club opens from, Monday to Friday, term time only. Sessions are from, 7.30am to 9am and from 3pm to 5.30pm.

## Information about this inspection

### Inspector

David Lobodzinski

## 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 his evaluation of the club.
- The manager and the inspector completed a learning walk around the setting, to determine the organisation and planning of activities.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector observed the interactions between staff and children as they engaged with activities, both indoors and outdoors.
- The inspector held discussions with the manager, staff and children at appropriate times throughout the inspection.
- Parental views were considered by the inspector through discussions and written testimonials.

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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