

# Inspection of Active Afterschool

Walmsley Parish Hall, Blackburn Road, Egerton, Bolton BL7 9SA

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Inspection date: 20 January 2023

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

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

### **This provision meets requirements**

Children form secure relationships with staff and are keen to attend this welcoming setting. They have good manners and behave well. Children enjoy a broad and exciting range of activities, which are planned around their interests. Staff think carefully about how they can provide experiences that children may not get at home, such as walking with alpacas.

Staff listen carefully to children and support them to build good social skills and to speak to others respectfully. Children are confident communicators. Staff introduce new words to children's vocabulary as they converse. Children speak positively about their favourite things to do after school and during the holiday club. Children visit the local wooded area and learn how to build dens. They handle and learn about creatures, including lizards and snakes. They talk about an exciting range of visiting experts. For example, a farmer who brings animals, including sheep, rabbits, chickens and calves and teaches children how to care for them.

Children are able to build on their learning from school with staff support. Some children choose to complete their homework from school and to practise reading. Some children play board games and complete jigsaws, which helps to refine their mathematical skills. Children practise writing skills while making cards and drawing. Activities, including ball games and sewing, help children to develop good coordination. Children talk about how they made a felt butterfly filled with dried lavender and smell it as a way of relaxing.

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

- Staff are good role models and create a warm, friendly atmosphere. They place a very strong emphasis on supporting children's mental health. They equip children with the knowledge and skills to help them to handle emotions and manage their feelings and behaviour. Children talk about how to be a good friend and share examples of kindness they have shared and experienced. They recall how to use stretches, exercises, and deep breathing to help them to calm down if they are feeling anxious.
- Children have a choice of breakfast foods and a hot meal brought in daily from an outside caterer. Children talk knowledgeably about how good food makes their bodies strong. They talk about making good choices when they have strong minds. Children learn about healthy eating and how to use tools safely while they chop vegetables and roll pastry to make vegetable parcels.
- Children enjoy opportunities to be creative. They wear dressing-up clothes and play imaginatively in role-play areas. They create their own artwork with pencils, paint and craft materials. Some craft activities support children's developing

knowledge and awareness of other cultures. For example, children talk about Chinese New Year while making fans and dragons.

- The provider consults staff, parents and children to help identify areas to improve. Children note their ideas for activities and resources and place them on the board. These are discussed and children are made aware if their requests are feasible and in what timescale. Since opening, at children's request, outdoor resources have been increased to support their interests in football and den building. Staff, children, and parents are raising money to refurbish the toilet facilities.
- Younger children sit on the floor and listen attentively to stories read well by staff and by older children. Staff recognise that younger children have less comfortable spaces to rest comfortably after school than the older children.
- The provider is beginning to observe staff regularly and give them feedback on their practice. Training is encouraged and since opening, some staff have achieved recognised qualifications.
- Children attend workshops led by visiting experts. For example, at an anti-bullying and mental health workshop, children learn about feelings, body image, racism and equality.
- There are good partnerships with parents and the schools that children attend. These help to provide staff with an understanding of each child's needs and support children well, including those with special educational needs and/or disabilities. Staff involve themselves in children's activities and complement their learning in school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are aware of their roles and responsibilities and understand how to identify and report any safeguarding concerns. They work closely with the schools that children attend and other agencies to help keep children safe from harm and neglect. Indoor and outdoor spaces are risk assessed to ensure the safety of all children. Children are taught how to keep themselves safe as they play. At a first-aid class, children learn how to deal with broken bones, head bumps, burns and choking. They learn how to place people in the recovery position and phone for help. This further enhances children's well-being and safety.

## Setting details

<b>Unique reference number</b>	2615789
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10264297
<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>	4 to 12
<b>Total number of places</b>	65
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Collinson, Nicola Kate
<b>Registered person unique reference number</b>	RP556870
<b>Telephone number</b>	07875 420770
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Active Afterschool registered in 2020. The club employs 11 members of childcare staff. Of these, two hold an appropriate early years qualification at level 2, three at level 3, and one holds a qualification at level 6 and has qualified teacher status. The club opens Monday to Friday from 7am until 9am and from 3.30pm to 6pm during term time. A holiday club opens from 7.30am to 6pm during most school holidays.

## Information about this inspection

### Inspector

Lynne Naylor

## 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 had a tour of the setting to gain an understanding of how the early years provision is organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- The views of children and parents spoken to on the day were taken into account.
- The inspector looked at a sample of documents. This included evidence about staff suitability and training.

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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