

Inspection of GLAD Out of School Club

Brindle St. Josephs RC Primary School, Bournes Row, Hoghton, Preston PR5 0DQ

Inspection date:

27 February 2023

**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

Staff provide an extremely warm, welcoming and homely environment, where children feel safe and secure. They go to considerable lengths to ensure that children's individual needs are met, and quickly identify when some children need extra reassurance and emotional support. Staff ensure that they get to know children and their families very well from the start and have implemented careful settling-in processes, where they learn about children's routines, interests, likes and dislikes.

The staff team plans a rich and varied selection of well-organised activities, which engage children for extremely long periods. The well-resourced play areas are set up to enable children to make independent choices in their play, and children can choose from a wide range of activities inside and outside. Staff challenge children to make a structure out of small elastic bands big enough to wrap around the whole of the school building. Children rise to this challenge and proudly display this in the hall. This challenge was inspired by the manager reading about a charity event, where children in a local hospital had created a similar structure. Children behave exceptionally well. They are aware of the behavioural expectations in the setting and staff reinforce these positively.

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

- The manager and her staff work together as an enthusiastic and committed team. They interact exceptionally well with children. They celebrate children's individual achievements and give them an abundance of praise and reassurance, to help them to feel good about themselves. They are highly sensitive to children's needs. They respond promptly when young children arrive and spend time with them to help them to settle.
- Staff place a significant emphasis on promoting children's well-being through physical activities and supporting healthy eating practices. For example, children benefit from a healthy diet and regular cookery sessions, to help them to learn about the importance of making healthy food choices. They made pancakes and enjoy the fun of flipping them but also learn what toppings makes a pancake healthy.
- Staff are extremely friendly and caring. Children develop trusting relationships and bonds with staff. Children's emotional well being is supported very effectively. For example, if children are anxious about their pet's health, staff organise activities, such as wrapping animal treats to make a present for their pets to help them get better.
- Staff successfully help children to develop a good understanding of how to keep themselves safe. For example, children follow the club rules, which include not

leaving the main hall without telling an adult where they are going.

- Staff work extremely well with the school the children attend, to support children with special educational needs and/or disabilities. They regularly share information to ensure they meet children's needs effectively. They gather important information and attend dedicated training to ensure potential risks to a child's health are recognised and responded to.
- Children say they love their club. They talk confidently about their favourite activities and say that the staff are 'very kind and fun'. Children enjoy playing active games with staff outdoors. Staff motivate children to join in and exercise in the fresh air, and engage them well.
- Partnerships with parents are very strong and highly effective. Staff ensure that parents remain continually up to date about children's ongoing care. They use effective communication methods to share information with them about children's activities and achievements. Parents are extremely complimentary about the setting and the staff. They make comments such as 'we could not wish for a better after-school activity for our child' and 'the manager is a rare diamond that is so child dedicated'.
- Staff are well supported by the manager. They receive a detailed induction to help them to understand and apply their roles and responsibilities into practice. This enables them to meet the children's welfare needs effectively. Regular staff meetings and professional discussions enable staff and the manager to discuss practice issues and make improvements that benefit children.

Safeguarding

The arrangements for safeguarding are effective.

Staff ensure that children's safety is given good priority. The provider implements safer recruitment procedures to ensure that all staff are suitable to work with children. Staff have a broad knowledge of child protection issues, and safeguarding. They attend regular safeguarding training and demonstrate a secure understanding of the procedures to follow if they have concerns about a child's well-being. Risk assessments are effective. For example, regular headcounts ensure that when children move from the indoors to the outdoors, staff account for everyone present.

Setting details

Unique reference number	EY481343
Local authority	Lancashire
Inspection number	10233937
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	30
Number of children on roll	35
Name of registered person	Barnes, Joanne Catherine
Registered person unique reference number	RP515178
Telephone number	07817363151
Date of previous inspection	2 March 2017

Information about this early years setting

GLAD Out of School Club registered in 2014. It is situated in the Houghton area of Preston. It is independently run from the hall in St. Joseph's Catholic Primary School. The club opens from 7.30am until 8.50am and then 3.20pm to 6pm, Monday to Friday, during term time. The club employs two members of childcare staff.

Information about this inspection

Inspector

Emma Barrow

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 toured the areas of the school that the club uses with a group of children, indoors and outdoors.
- A meeting was held with the manager, and the inspector looked at relevant documentation, including evidence of suitability of staff working within the club and evidence of paediatric first-aid training.
- The inspector spoke with children, staff, the headteacher of the school and parents as part of the inspection.
- The inspector observed the activities provided and the interactions between staff and children, and they assessed the impact of these on children's enjoyment and levels of engagement.

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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