

Inspection of Bursley Way Out of School Club

Bursley Academy, Bursley Way, Newcastle, Staffordshire ST5 8JQ

Inspection date: 9 May 2024

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 warmly welcomed into the club when they arrive from their classrooms. Staff talk to them about their day and once all the children arrive, they talk about their plans, based on the children's interests. Staff engage very well with children, and children are distinctly relaxed and extremely confident in their surroundings.

Children thrive in the care of professional and dedicated staff, who provide a welcoming, safe and nurturing environment. Staff encourage children to take turns and listen attentively to them. They praise children for their contributions. This helps to promote children's confidence to speak in group situations. Children engage confidently with visitors and say that they love coming to the club and being with their friends. Staff have high expectations of children's behaviour. They have meaningful conversations with children, who listen to one another's views and opinions. Children demonstrate respectful and polite behaviour towards each other and adults.

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

- Leadership is very strong. The provider embeds the aims of the club to all the staff through discussions, and training to share good practice. This helps staff to deliver activities and plan a wide range of experiences that support and challenge children.
- Staff support children with special educational needs and/or disabilities (SEND) well. For example, they aim to find out as much as possible about the needs of children before they attend the club. Staff seamlessly adapt practice as necessary. This helps children with SEND to feel fully included, and they happily participate in the activities. Some staff also work in the school during the day, this helps younger children to settle when they see a familiar face.
- Children interact positively with staff, responding easily to their gentle humour. Children play cooperatively, sharing toys and resources well. They discuss how to organise games together, such as constructing large bridges that are big enough to place a large ball through or hold their weight. They negotiate the types and sizes of the bricks they will need to ensure their bridge is stable and secure. They show the greatest respect for each other.
- Children like playing table-top games together and ask their friends questions to find out how the problem-solving maze game works. They become engrossed in making pretend meals with the play food, asking staff what would they like to eat. They dress up as superheroes and pretend to be strong and help their friends. Children are kind and sensitive to each other. Older children invite younger children into their activities.

- Children gain excellent physical skills. They thoroughly enjoy practising and developing a wide range of physical skills, as they manage their own risk when climbing, manoeuvring, and negotiating different obstacles in the very well-resourced outdoor area. Children develop their strength and balance as they ride bikes and use the jumper sticks. They delight in showing their perseverance and newly learned skills to visitors.
- The provider and staff foster an environment where children are encouraged to freely express their views. As a result, children flourish in their personal development and confidence. They freely express how they feel about things they like and dislike.
- Partnerships with parents and the host school are well established. Parents comment that their children love coming and are thriving. They explain that staff know their children well, which helps children to settle quickly. Parents praise the staff for their excellent service and care. They value the lovely relationships that staff build with their children.
- The provider understands the importance of reflection and evaluation to develop practice further. She has implemented an effective system where staff and committee members regularly consider the strengths of the provision as well as identifying any areas for development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	218302
Local authority	Staffordshire
Inspection number	10345044
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	70
Number of children on roll	70
Name of registered person	Bursley Way Out of School Club Committee
Registered person unique reference number	RP905275
Telephone number	07960475296
Date of previous inspection	16 August 2018

Information about this early years setting

Bursley Way Out of School Club registered in 1999. The club employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, three staff hold a qualification at level 3 and three hold a qualification at level 2. The club opens from 7.30am until 9am and 3.25pm to 6pm during term time. During the school holidays, the club is open from 7.30am until 6pm.

Information about this inspection

Inspector

Beverley Devlin

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 observed children's interactions with staff. She monitored their engagement in a range of play activities, indoors and outside.
- The inspector checked evidence of the suitability of staff. She sampled a range of documentation, such as first-aid certificates.
- The inspector held discussions with the provider, staff, and children at convenient times.
- Parents shared their views with the inspector.

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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