

Inspection of Rosegrove Out of School Club

Rosegrove Infant School, Owen Street, Burnley, Lancashire BB12 6HW

Inspection date:

20 November 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 happy and settled at this setting. Staff collect children from their classrooms at the end of the day and accompany them to the designated room in the school. Children are excited as they enter, searching out their friends and showing interest in the activities available to them. Staff gather children together on the carpet during a welcome session, and talk to children about their day and what they would like to do that day. Staff value children's opinions and, as such, children view the setting as 'their' club.

Staff carefully consider activities for children. Some staff work in school during the day and ensure that they support children's interests and complement learning in school. For example, children have recently explored Remembrance Day in school, which was extended in the setting by children learning about the role that animals played in the war. Children are active and enthusiastic learners.

Children are well supported by staff. They show children how to use resources and encourage them to try new things. Children enjoy painting using a variety of tools, exploring ice in the outdoor area and playing games with one another. As a result, children enjoy attending and demonstrate a 'can-do' attitude.

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

- Staff foster a love of books and reading for children. Children submit entries to national competitions and have seen their pictures in print. Children enjoy accessing a range of fiction and non-fiction books. They talk with enthusiasm when they find out a special fact. Children's literacy skills are supported well.
- Children's unique needs are identified and supported by staff. Children with special educational needs and/or disabilities are supported well. Staff work closely with parents and teachers to ensure that children receive the support they need. These partnerships help to provide consistency for children.
- Children's well-being is considered. Staff encourage children to think about others. For example, they explore anti-bullying week and consider the feelings and emotions of others. In addition, they learn about others through taking part in special charity days. Children are beginning to understand the world and people who have similarities or differences to themselves.
- Children are learning about healthy lifestyles. Staff prepare snacks and drinks for children and are aware of their individual dietary needs. Children access the outdoors every day, where they enjoy climbing on tyres, playing team games and building with construction blocks. These opportunities help children to develop their physical skills.
- Partnerships with parents are very good. Parents share that children request to

attend even when they are not booked in that day and that staff are good at sharing information. These partnerships help to provide a consistency of care for children.

- Staff are very positive role models and support and guide children at all times. Children exhibit good listening and attention skills. Staff give consistent positive behaviour reminders. Children enjoy working together. They place good behaviour pebbles in a jar, and when the jar is full, children understand that everyone will get a treat. This supports children working together and helps to raise their self-esteem.
- Staff are very reflective of their practice and consider children's well-being at all times. They have recently developed a 'nurture corner', where children can sit with their friends or read a book. This helps children to settle and feel at home after a day at school. The staff consistently make adaptations to meet the needs of children in their care.
- Leadership and management are good. Staff receive support and mentoring from leaders. There is a continued professional development plan in place. Staff share that they enjoy working here and feel supported by leaders. Staff work closely as a team, which helps them to share the same vision and values for children.

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	EY363633
Local authority	Lancashire
Inspection number	10359728
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	16
Number of children on roll	21
Name of registered person	Rosegrove Out of School Club Limited
Registered person unique reference number	RP910082
Telephone number	01282 424919
Date of previous inspection	13 December 2018

Information about this early years setting

Rosegrove Out Of School Club re-registered in December 2007 due to a change in company status. The out-of-school club employs two members of childcare staff. Of these, both hold appropriate childcare qualifications at level 3. The club opens from Monday to Friday during term time only. The after-school club runs from 3.05pm to 5.30pm.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with leaders about the leadership and management of the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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