

Inspection of Brookside Out of School Care Club

Brookside Community Primary School, Bright Street, Clitheroe, Lancashire BB7 1NW

Inspection date:

17 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children separate from their parents and carers with ease. Staff have formed caring and trusting relationships with children and their families. Children demonstrate they feel safe and are happy. They enjoy a range of activities at the nursery. Children confidently choose what to play with. For example, they make spiders from play dough, read stories and play in the well-resourced outdoor areas. Staff praise children's efforts and achievements, for instance, when developing their scissor skills and counting puppets. This supports children's confidence and self-esteem. Staff understand the needs of the children attending and strive to make a positive impact on their development and educational journey. Leaders have good intentions.

Overall, children enjoy their time at the nursery and have positive relationships with staff. They approach staff for reassurance, cuddles and support when needed. Children enjoy snuggling up with staff to listen to favourite stories. However, children do not benefit from consistent support to learn how to manage their behaviour. The nursery is not always calm and this impacts the effectiveness of some learning experiences. Therefore, the quality of education is not consistently good throughout the session.

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

- Leaders and staff plan a sequenced curriculum targeting all seven areas of learning. They tailor activities to children's needs, focusing on independence, communication and listening and attention. However, ineffective staff deployment limits positive engagement and does not support all children to progress to a good level.
- Staff generally support children's communication development by singing songs and reading stories. Leaders select books to focus on each week and share these with parents. However, some staff interactions are less effective in developing children's communication and language skills. Some children do not consistently receive enough meaningful engagement to fully enhance their learning.
- Leaders and staff do not consistently communicate their high expectations for children. Leaders do not monitor to ensure that any unwanted behaviour is addressed in a consistent manner. This leads to disruptions and children disengaging with learning. Children do not receive the support they need to understand the impact that their behaviour has on others.
- Leaders identify children with special educational needs and/or disabilities (SEND). They make referrals to outside agencies and implement targets to support children to make progress from their starting points. Leaders use funding effectively to support children's unique needs.
- Staff make good use of the outdoor environment each day to enhance children's

learning and enjoyment. Children happily run, jump, climb and play peekaboo with their friends. They enjoy opportunities to visit the on-site forest school. They pour, mix and stir with different implements. These opportunities support children's physical development well.

- Leaders plan visits to the library, market, park and walks in the town centre. These link closely with what staff intend children to learn. Children find out about different cultures and religions. This supports their understanding of life in modern Britain.
- At times, staff do not encourage children to follow good hygiene routines, such as handwashing after sneezing and using the toilet. Children do not consistently learn good hygiene habits and are not supported to understand why good hygiene is important. This does not fully encourage children to develop good self-care skills.
- Leaders support staff's well-being and provide supervision and appraisals. Staff access training, however, this is not always targeted to further their individual professional development needs. This means that staff are not fully supported in their roles to improve the overall effectiveness to a consistently good standard.
- Partnerships with parents are strong. Leaders ensure that parents are aware of what their children are learning each week. Staff hold discussions with parents to keep them updated on their children's progress. Parents appreciate the communication, which supports them to continue the learning at home.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
support staff to develop consistent behaviour management strategies to support children to understand positive behaviour.	31/10/2025

To further improve the quality of the early years provision, the provider should:

- review and improve ways in which staff are deployed to be able to interact more immediately to support children's learning

- support staff to model effective hygiene practices to teach children about self-care and hygiene
- strengthen supervision arrangements to more effectively provide the individualised support staff need to raise practice and the overall quality of the nursery to a good level.

Setting details

Unique reference number	309793
Local authority	Lancashire
Inspection number	10408132
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	50
Number of children on roll	81
Name of registered person	Brookside Out Of School Care Club Committee
Registered person unique reference number	RP523304
Telephone number	07980 177411
Date of previous inspection	27 January 2020

Information about this early years setting

Brookside Out of School Care Club registered in 1999. It is based in Clitheroe, Lancashire. The setting employs seven members of childcare staff. Of these, four hold a qualification at level 3, two hold a level 2 qualification and one staff member holds a playwork qualification. The setting opens from Monday to Friday, all year round, except for two weeks during the school holidays and two weeks at Christmas. Sessions are from 7.30am to 6pm during term time and from 8am to 5.30pm during school holidays. The setting provides funded early education.

Information about this inspection

Inspector

Lisa Bellam-Brown

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations with the manager.
- The manager provided the inspector with key documentation on request.
- Parents shared their views of the nursery with the inspector.
- The inspector spoke to children and staff at appropriate times during the inspection.

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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