

# Church Hall

Inspection report for early years provision

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**Unique reference number**

EY415511

**Inspection date**

23/11/2011

**Inspector**

Jan Healy

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Schools Out Kids Club registered in 1992. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 60 children in the early years age range. It operates from Walmsley Chapel Schoolhouse in the Edgerton area of Bolton. The club is privately owned by Schools Out Kids Club limited, which have another two clubs. Children have access to two large play areas divided on different levels. There is a large activity room, a quiet room and a dining/activity room. There is a secure outdoor play area and children also have access to fenced fields immediately behind the hall on a planned basis. The club operates from 7.30am until 8.30am for breakfast club. They operate from 3.15pm until 6pm for the after school club and from 7.30am until 6pm during the school holidays. Staff are able to collect children from local schools and transport them to the club. The club provides funded early education for children aged four years. There are six staff who work with the children as well as bank staff, four of whom hold an appropriate qualification. The club supports children who speak English as an additional language as well as for children who have a special educational needs and/or disability.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children make good progress in their learning as the staff have good knowledge and understanding about how young children learn. Staff have the capacity to make continuous improvement, with most staff participating in the method of self-evaluation. Individual needs are routinely met and children's welfare promoted. Partnerships in the wider context help to promote good quality education and care. The majority of areas of learning are given much consideration to enable the children to pursue activities of their choice.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further the system for self-evaluation to enable all staff to contribute to this process
- create an attractive book area where children and adults can enjoy books together.

## **The effectiveness of leadership and management of the early years provision**

Staff have clear policies, strategies and procedures in place to ensure the children are protected and their health and welfare assured. Staff are suitable to work with young children due to a robust recruitment procedure. The staff provide a safe and

supportive environment where the children feel happy and content.

Management are committed to securing improvement and have a clear vision about future plans. Therefore, they stimulate the staff's enthusiasm and encourage them to continue their own learning for the benefit of the children. Planning builds on areas of strength, with targets for improvement being challenging although realistic. A method of self-evaluation helps to identify areas of strength and weakness to enable the staff to focus upon what requires attention, although not all the staff participate in this process. The deployment of resources make for ease of access, allowing the children to self-select items of their choice, so they swiftly become independent learners. Most areas provide stimulation and offer challenge, although the reading area is not very attractive in enticing the enjoyment of books. Staff teach the children about the importance of sustainability through the recycling of material, such as cereal boxes, when creating models.

The staff promote equality and diversity, as they are committed to all the children making good progress in a warm and secure environment. The staff know the children very well so are able to provide for their individual needs. Major festivals are celebrated and the staff encourage the children's family members to visit the club and teach the children about their culture.

Partnerships are well established with the local schools, making for a strong contribution to the children's achievements and well-being. Children who receive support from other providers who deliver the Early Years Foundation Stage are advantaged as the staff share information regularly to promote further progression. Staff have a highly positive relationship with parents who report their contentment at their children being in the care of the staff. Parents are provided with quality information about the club and their views and opinions are sought and acted upon. They are fully aware of the progress their children are making and become involved with the clubs activities, for example, in timing the children when participating in an obstacle course.

## **The quality and standards of the early years provision and outcomes for children**

The children are making good progress in their learning and development as they enjoy their time at the club and are achieving their goals. A welcoming and well-equipped environment successfully reflects the children's backgrounds as well as the community they live in. Adults are well deployed to ensure all children are supported. The staff plan a wide range of interesting and challenging activities, which captivate the children's imagination. Play begins with children's interests, for example, in growing mushrooms and learning how food rots over time. Children are active learners and enjoy taking the time to consider what activities they would like to participate in, with the older children detailing this in writing. Sensitive observations enable the staff to gauge the level of development the children have reached, so they are able to plan for further challenge. Children are happy to play alone as well as with their friends. They are making a positive contribution as they share the toys, learn to wait their turn and take responsibility, for example, to tidy away their toys after play. They know where their favourite toys are located and

help themselves to the items of their choice, which aids in furthering their independence. The children are developing their skills for the future as they are progressing in their communicating, literacy, as well as skills relating to information technology. The staff are good role models, which the children emulate, making for a harmonious atmosphere.

The children are learning about what constitutes a healthy lifestyle as they adopt good personal hygiene, with the older children remembering, for example, to wash their hands when necessary, without adult prompts. They are very active, as they spend lots of time taking exercise in the fully enclosed outdoor play area, where they participate in a broad range of physical activities. Children enjoy group games, such as football, and participate in imaginative play around the totem pole. A healthy and nutritious meal is cooked daily, which the children look forward to. The staff take this opportunity to extend children's vocabulary through instigating conversation and teaching them about the benefits a healthy diet has on their growing bodies.

The children and staff share a warm and affectionate relationship, which builds a sense of security and contentment. The children arrive happily and are confident to express their creative freedom and to participate in all activities available. They behave well as they abide by agreed rules. They have an understanding of danger and proudly discuss the importance of wearing a seatbelt when travelling from the school to the club.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources                                           | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding                                                                    | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships                                                                    | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

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|---------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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|--------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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