

Inspection of Park Out of School Club

Park Primary School, Rutland Street, Colne, Lancashire BB8 0QJ

Inspection date:

4 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

The out-of-school club provides a warm and nurturing environment for all children. Staff create a positive and safe space for children at the start and the end of their school day. The club is run by experienced teaching assistants, who also work with children in school. This provides a level of familiarity and consistency that supports children's personal and emotional development.

Children are encouraged to make choices in activities and meal planning, promoting independence and decision-making. Through collaborative activities and play, children build social skills, such as turn-taking, sharing, and cooperation. These skills contribute to children's personal development. Older children are encouraged to support and nurture the younger ones. This fosters a sense of community and responsibility that further develops their leadership and empathy skills.

The club is a setting that values mutual respect. The behaviour and attitudes of children within the club reflect this. Children demonstrate high levels of warmth towards staff and one another. There is an emphasis on kindness, patience, and inclusion. Staff model respectful and polite interactions, setting a strong example for the children to follow. This approach has a visible impact on the club environment. Children consistently show courtesy and consideration for others, creating a harmonious atmosphere. Expectations of behaviour are in alignment with those of the school, ensuring consistency.

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

- Staff's ongoing involvement in school life benefits the club as they bring relevant insights into each child's needs, learning stages, and behavioural patterns. This allows them to anticipate and respond appropriately to the unique needs of each child in the out-of-school setting. Staff give children a fresh start at the beginning of a new session, yet continue the school's behaviour pathway through the club. This teaches both accountability and the possibility of positive change. Reinforcing the idea that mistakes do not define the children, promoting resilience and better behaviour over time.
- Nutritious snacks are provided, with children taking an active role in planning menus. This involvement helps children to understand the importance of balanced nutrition and develops their confidence in making healthy choices. Staff encourage children to express their likes and dislikes around snack choices, which nurtures their sense of agency. This not only builds confidence but also helps them feel valued, reinforcing a sense of self-worth and belonging within the club.
- Outdoor play immediately after the school day supports children's physical well-

being and emotional regulation. It enables them to release energy and return to indoor activities with a more relaxed and focused mindset. The combination of active and quiet zones contributes positively to the children's emotional, social, and physical well-being.

- The club has moved towards a less structured approach but it continues to incorporate seasonal themes, like Halloween crafts. This reflects current topics and the interests of the children. Staff find this balance between structure and flexibility allows children to connect with relevant cultural or seasonal events. This enriches their learning experience without forcing overly rigid structures after a day in school.
- Play spaces that reflect the early years school classroom offer continuity for the youngest children. It helps them feel grounded in a familiar setting. For example, the youngest children use the home corner for imaginative play. This helps them to express their feelings, develop language skills and build social understanding. Children access activities that further support the development of their emerging literacy skills. This provides children with opportunities to practise what has been taught that day in class.
- The leadership and management of the out-of-school club are effective in ensuring the club is a secure, welcoming and supportive environment. However, the provider failed to notify Ofsted of a change to the nominated individual. This is a requirement of the early years statutory framework. That said, suitability is assured and there is no impact upon children's welfare.

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	EY280538
Local authority	Lancashire
Inspection number	10355039
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	45
Number of children on roll	85
Name of registered person	Park Out of School Club Limited
Registered person unique reference number	RP523765
Telephone number	01282 863 225
Date of previous inspection	15 November 2018

Information about this early years setting

Park Out of School Club registered in 2001. The club is located in Park Primary School, in Colne, Lancashire. Sessions are from 7.30am until 8.40am, and from 3.15pm until 6pm, during term time for children attending the host school. Five staff work with children. Four of whom hold qualifications at level 3.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.
- The manager talked to the inspector about the provision at the club and how they want the children to benefit.
- Children spoke to the inspector about what they enjoy doing while at the club.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and the children.
- Parents shared their views of the setting 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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