

Inspection of Whitechapel Out Of School Club

Church Lane, Whitechapel, Preston, Lancashire PR3 2EP

Inspection date:

27 February 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children eagerly enter the setting and excitedly ask which of their friends are attending. Staff collect children from school and walk with them a short distance to the village hall. Children access a wide range of interesting resources and activities. Staff build up a very good knowledge of children's needs and interests due to ongoing conversations with children, parents and teachers.

There are a wide range of fun opportunities that children can enjoy. They use their creativity in art activities, enjoy reading books and relish activities in the outdoors. Staff incorporate special weeks throughout the year, such as 'music festival' week and 'tennis week' when Wimbledon is running. Staff offer help to children if they have homework to do or reading. Partnerships with teachers are very well established, and learning between the setting and school is seamless.

Staff have very high expectations of all children. There are clear rules and boundaries in place. Staff give gentle reminders to children, such as taking care of the resources and the environment. Staff give consistent praise to children if they attempt something new or achieve something. This helps to raise children's self-esteem and helps them to feel settled and secure.

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

- Children are extremely settled and happy. They invite staff into their play and enjoy lots of humorous exchanges. Children enjoy playing board games with staff and roar with laughter as staff pretend to get things wrong. Interactions are extremely warm and nurturing. Children express their ideas and are confident communicators.
- Staff support children's overall learning and development. For example, they introduce new vocabulary to children such as a 'rasher of bacon' and discuss the difference between sweet and savoury. Children are interested and listen carefully to staff. Children demonstrate high levels of attention and listening skills.
- Staff listen to children and include them in decision-making. Children share that they are very happy with the setting and the staff. Younger children share that they enjoy 'playing with babies' and 'building with magnetic blocks'. Older children share that they love playing football and that staff help them if they need it. Children demonstrate that they have a great ownership of the setting and feel it is 'their club'.
- Outdoor play is a key focus of the setting. Children are able to use the variety of outdoor spaces that school has to offer. Children enjoy access to the outdoors every day. This includes playing football on the multi-use pitch, drawing in the

school summerhouse or racing each other on scooters. Children develop confidence and an understanding of teamwork. Children develop resilience and good physical skills.

- Healthy lifestyles are promoted at the setting. Staff ensure that children wash their hands prior to eating and that they enjoy a range of healthy snacks incorporating fruit and vegetables. Children have the opportunity to explore special days from different cultures. This helps them to understand about similarities and differences and the world they live in.
- Partnerships with parents are very good. Staff share lots of information with parents and share messages from school. Parents are very complimentary about the care their children receive. They particularly like 'the nurturing staff team' and the fact that they 'never need to worry as they know children are safe'. These partnerships help staff to understand children's needs and promote a consistency of care.
- Partnerships with teachers from the on-site school are consistent and meaningful. Teachers share key information when children start, such as children's individual dietary requirements. Staff are aware of themes and topics in school as teachers share their planning. This allows staff to plan activities that complement children's learning in school.
- Leadership and management is very good. There is a good understanding of the importance of continued professional development. Staff are supported through daily discussions, supervision meetings and staff meetings. Staff share that leaders are very supportive and that they consider their well-being. Staff are very reflective, work well as a close-knit team and share the same vision and values for the children in their care.

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	EY278588
Local authority	Lancashire
Inspection number	10368361
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	42
Name of registered person	Whitechapel Out of School Club Committee
Registered person unique reference number	RP523235
Telephone number	01995 640 364
Date of previous inspection	18 March 2019

Information about this early years setting

Whitechapel Out of School Club registered in 2004 and is operated by a committee. The club employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3. The club opens from Monday to Friday, during term time. Sessions are from 8am to 9am and 3.30pm 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 manager joined the inspector on a learning walk and spoke to the inspector about how staff support and care for children.
- 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 the registered individual and manager 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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