

Inspection date	12 October 2016
Previous inspection date	3 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Significant improvements have been made since the last inspection. The manager has worked closely with her team and the host school to thoroughly review practice and make many positive changes. As a result, the quality of the provision is now good.
- Staff demonstrate real warmth towards the children in their care. Children know the rules of the club and staff are strong role models. This supports children's good behaviour effectively. Children have strong emotional attachments to the staff and to the other children around them.
- Children are cared for in surroundings that are relaxed and welcoming. Resources are well maintained and plentiful. Children display high levels of confidence, self-esteem and hygiene skills.
- The manager's arrangements for monitoring staff practice are effective. Staff have opportunities to improve their effectiveness and the quality of children's experiences.
- Self-evaluation is effective in driving improvement and includes the views of all staff, parents and the children.

It is not yet outstanding because:

- Staff do not fully plan daily routines to ensure waiting time is kept to a minimum and children are fully engaged.
- Occasionally, staff are too eager to complete tasks for the children and do not make the most of continuing their learning experiences from school.

What the setting needs to do to improve further

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

- review the planning of daily routines to ensure that waiting times are kept to a minimum and children are purposefully engaged at all times
- encourage children to do things that are within their capabilities for themselves and build further on their growing independence and future learning.

Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact this has on children's enjoyment and development.
- The inspector spoke to the manager, headteacher, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, discussed the club's self-evaluation and plans for improvement, policies and procedures and evidence of the suitability of staff working in the club.
- The inspector spoke to a group of parents during the inspection and took account of their views.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to safeguard children. They know the procedures to follow in the event of any concerns about children's welfare. Recruitment procedures are robust. Staff are thoroughly vetted to ensure they are suitable to work with children. The manager and staff have built good partnerships with the host school. Information about children's progress and current themes they are following at school is incorporated into planning. Overall, the manager monitors the quality of provision effectively. She provides good opportunities for staff development, for example, through meetings, training and achieving qualifications. Partnership working with parents is well embedded. Children and parents are encouraged to help identify the strengths and weaknesses in the club. For example, following a recent questionnaire the menus have been amended. Parents speak highly of the quality of the club and their relationships with staff. Children and parents feel that staff are friendly, approachable and very passionate about their roles.

Quality of teaching, learning and assessment is good

Staff are well qualified, experienced and have worked at the club for sustained periods of time. The key-person system is effective and staff know the children well. The manager and staff chat easily to children, encouraging them to talk about their day at school and other events in their lives. For example, they talk about making crumble with the younger children. The older children discuss how many 'Good to be green' rewards they have gained. Children enthusiastically choose from a variety of planned and self-chosen activities which, overall, promotes their independence well. They happily play in the safe, calm and comfortable surroundings. Children remain motivated and enjoy their time at the club. Staff gather ideas from children for new activities and support them to lead their own play. For example, children enjoy weekly theme nights that are planned around their interests.

Personal development, behaviour and welfare are good

Children enjoy playing games outdoors and staff encourage them to work as a team. They use physical play equipment safely. For example, they develop their skills as they balance on wooden beams or climb and negotiate their way up and over the large apparatus. There are effective systems in place to ensure children are supervised and arrive safely when moving to and from the club. For example, children wear high-visibility vests when playing outside so staff can easily identify them. Children are well behaved. Staff promote healthy lifestyles, they encourage children to taste new fruits and wash their hands before mealtimes. Generally, children's time at the club provides them with good opportunities to further develop their skills for the future.

Setting details

Unique reference number	EY338984
Local authority	Bury
Inspection number	1058317
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	21 - 45
Total number of places	40
Number of children on roll	66
Name of registered person	Katherine Jane Redshaw
Registered person unique reference number	RP511352
Date of previous inspection	3 July 2015
Telephone number	07946253882

Bubbles was registered in 2006. It operates from Wesley Methodist Primary School, in Bury. The facility is open Monday to Friday from 7.30am until 9am and from 3.30pm until 6pm, during term time only. In total, a team of six staff work at the setting. Of these, five hold appropriate early years qualifications.

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