

# Inspection of Great Broughton Out of School Club

Broughton GM Primary School, Moor Road, Great Broughton, COCKERMOUTH,  
Cumbria CA13 0YT

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Inspection date:

4 October 2022

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

**This inspection**

**Met**

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Previous inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Staff collect children from their classrooms and walk them to the club safely. Children demonstrate their increasing independence when carrying their bags and coats. They happily share information with staff about their day at nursery and school. Routines within the club are consistent. The soothing music that plays in the background helps to create a calm and relaxed atmosphere. Relationships between staff and children are positive. Staff recognise the impact that the COVID-19 pandemic has had on children's emotional well-being. They provide lots of reassurance to children who are more reluctant to separate from their parents on entry. This contributes towards children being happy and settled at the club. Children demonstrate that they feel safe and secure. They show confidence to talk to visitors whom they are less familiar with.

Staff engage children in incentive schemes, such as the 'strive for five' reading scheme, to encourage good early-reading habits. Children are keen to practice their skills from nursery and school. They gladly read to staff who listen to them attentively. Children positively engage in the wide range of experiences within the club. Very young children spend time creating their own unique patterns using coloured counters. They take interest in conversations about animals and later enjoy building a 'dinosaur' using blocks. Older children show interest in mathematical equipment. They demonstrate their awareness of how a sand timer works and quickly learn that this is used to measure time.

Children's behaviour is impeccable. Children, including the very youngest, use their excellent manners when asking for help, such as when trying to peel a tangerine. Children play cooperatively with their friends. They take turns during two-player games and consider the needs of others, when making decisions during play.

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

- Staff work together very well with early years leaders from the host school. They take note of the books that children listen to in school and use this to guide their learning at the club. For instance, staff introduce a book club and provide children with interesting books and other forms of literature, including comics. This helps to further inspire children's love for reading.
- The kind and friendly staff gently intervene to resolve the few conflicts, as these arise during play. They set exciting challenges, to encourage children to work together to achieve a common goal. Younger children enjoy linking up with their older siblings to create a model 'garden' using blocks. They maintain concentration and work together collaboratively to achieve a desired effect.
- Leaders provide staff with access to training that is highly relevant to the needs

of the children attending. They engage staff in a yearly appraisal to share information about what they are doing well and what needs to be improved. However, interim supervision sessions are more infrequent and informal. Sometimes, they do not focus intently enough on what it is that staff need to do to further enhance their practice and performance within the club.

- The considerate staff value each and every child. They thoughtfully remind children of their special attributes and how these make them feel proud. For instance, staff applaud children's excellent knowledge and recall of events, such as the Great Fire of London. Children demonstrate a high sense of self-worth. They engage in further conversations with staff to consolidate their learning.
- Staff speak to parents about what children enjoy when they first start. They use this information to enhance children's experiences within the club. However, staff do not continue to share enough information with parents about the range of activities that children engage in each day. That said, parents speak highly of staff. They say that 'staff have children's best interests at heart'.
- Children's good health is promoted well. Staff introduce weekly sports events, such as football sessions, to build on children's desire to actively engage in ball games. Children eat a healthy range of snacks. They respond well to the fun challenges that staff introduce and show greater confidence to try new foods.
- Staff actively engage children in community events. For instance, children enjoy making bookmarks for the local library. They design, create and deliver handmade cards to elderly residents in the local area. This supports children in gaining a broad understanding of the community in which they live and helps them to adopt helpful, kind and considerate attitudes.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff uphold a shared vision, 'to ensure that children are safe and happy within the club'. Staff are recruited safely. They are fully aware of their role and responsibilities to protect children's welfare. Staff are alert to the indicators of abuse. They understand the procedures to follow in the event of a child protection concern. Staff take steps to minimise any risks. During play with technology equipment, staff encourage children to reflect on the e-safety lessons that they take part in at school. They ensure that any electronic applications being used by children are educational, age appropriate and safe. Staff keep abreast of any online safety alerts. They share details of any potential dangers with parents, to help to keep children safe at home.

## Setting details

<b>Unique reference number</b>	EY445866
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10233817
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	3 to 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Great Broughton Out of School Club Limited
<b>Registered person unique reference number</b>	RP530018
<b>Telephone number</b>	01900 828971
<b>Date of previous inspection</b>	17 January 2017

## Information about this early years setting

Great Broughton Out of School Club was registered in 2012 and operates from within Broughton Primary School. The club employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The club is open Monday to Friday, from 7.50am to 8.50am and from 3.15pm to 4.30pm, during term time.

## Information about this inspection

### Inspector

Charlotte Bowe

## Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the club.
- The managers showed the inspector the areas of the premises that children have access to and discussed how they create and plan for the play environment.
- The inspector observed the quality of interactions between staff and children during the session.
- The inspector and one of the managers jointly evaluated an activity.
- Discussions were held with the provider, the managers, the staff and children at appropriate times during the inspection.
- A sample of documents was viewed by the inspector. These included evidence of the suitability of staff, a record of staff qualifications and training and some of the policies and procedures.
- The inspector spoke to a small number of parents and took account of their views.

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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