

Brookside Out of School Care Club

Unique reference number (URN): 309793

Address: Brookside Community Primary School, Bright Street, Clitheroe, Lancashire, BB7 1NW

Type: Childcare on non-domestic premises

Registered with Ofsted: 01/07/1999

Registers: EYR, CCR, VCR

Registered person: Brookside Out Of School Care Club Committee

Inspection report: 24 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Children generally make appropriate progress from their starting points across the areas of learning. They develop secure communication and language skills, speaking confidently with staff and peers and recalling familiar stories. Children also demonstrate growing mathematical understanding, for example, counting objects, estimating and recognising numbers during play. This supports their readiness for the next stage of learning.

Younger children develop early physical skills, while older children typically demonstrate greater control in mark making and when using tools. For example, when children create their own models, such as making pirate maps, they show perseverance and concentration. Children develop independence and positive attitudes, take pride in their achievements and confidently share their ideas as they engage in learning experiences. Children with special educational needs and/or disabilities access the full curriculum and make progress from their starting points.

Behaviour, attitudes and establishing routines

Expected standard

Leaders have established clear expectations for behaviour and routines, supported by simple messages about being safe and respectful. Children form positive relationships with staff and peers. They show care and consideration, for example, holding doors open for others and supporting younger children during play. Children generally respond to guidance from staff and are beginning to understand expectations.

Children show developing positive attitudes to learning. They engage in activities, listen to stories and follow instructions, particularly when activities are well matched to their interests. For example, during story times, children often join in with familiar phrases and share their ideas and are beginning to learn to take turns and listen to others.

Staff support children's behaviour through explanation and calm discussion. When minor disagreements arise, such as during shared activities or lining up for lunch, staff help children to reflect and understand expectations. However, routines are not yet consistently organised to fully support children's engagement. At times, larger group activities or transitions, such as preparing for lunch, are not always structured effectively, and some children lose focus or become unsettled. This means children do not consistently develop secure listening and attention skills or fully understand expectations.

Children's welfare and wellbeing

Expected standard

Leaders place a clear priority on children's welfare and wellbeing. Children are cared for in a safe and nurturing environment where they feel secure and settled. They form strong, trusting relationships with staff, seeking them out for comfort, reassurance and support. Staff respond sensitively to children's needs during daily routines, which helps children to feel emotionally secure and develop confidence.

Children benefit from care practices that support their health and wellbeing. For example, children access drinking water independently and understand the importance of staying hydrated, particularly in warm weather. Staff promote healthy lifestyles through balanced meals and safe practices, such as the use of sunscreen and shaded areas during outdoor play. Children also develop independence in managing their own needs, such as self-serving at snack time and following hygiene routines.

Children with special educational needs and/or disabilities are supported well to access learning and benefit from tailored care. Staff work closely with parents and professionals to ensure children's individual needs are understood and met, which helps them to feel included and make progress.

However, opportunities to further promote children's wellbeing through consistent, high-quality interactions are not always fully maximised. At times, during routines or transitions, staff do not consistently extend children's communication or emotional understanding. This means children do not always benefit as fully as they could from everyday interactions that support their overall development.

Curriculum and teaching

Expected standard 

Leaders have established a clear and purposeful curriculum that supports children's development across the areas of learning. They prioritise communication and language, early mathematics and personal, social and emotional development. They design experiences that typically build on children's interests and next steps. For example, staff extend children's learning beyond the setting through planned visits linked to familiar stories and topics. These opportunities help to widen children's experiences and deepen their understanding, while also increasing their enjoyment and engagement in learning.

Staff demonstrate a sound understanding of the curriculum and, in the main, support children's participation effectively. They interact warmly with children, model skills and encourage involvement in activities. In adult-led experiences, such as threading pasta, children develop counting skills while strengthening their fine motor control in preparation for later writing. During play, staff introduce mathematical language, encouraging children to estimate, count and explore concepts such as 'full' and 'empty'. As a result, children develop securely in mathematics.

Staff generally adapt activities to meet the needs of both younger and older children. For example, younger children use easier tools, such as pipe cleaners, while older children use more challenging resources, such as string. This helps children take part at a level that suits them, and most children can join in and learn alongside their friends.

However, the quality of teaching is not yet consistently embedded. At times, staff do not fully extend children's learning through purposeful questioning or adapt activities to provide greater depth of challenge, particularly for those children who are ready to achieve more. In addition, some larger group activities are not always organised as effectively as they could be, which means that children's engagement varies during these times.

Inclusion

Expected standard 

Leaders ensure that inclusion is a clear priority across the setting. They identify children's needs effectively through early discussions with parents, use of assessment tools and close working with external professionals. Children with special educational needs and/or disabilities (SEND) receive well-coordinated support. Staff work closely with a range of professionals to plan targeted learning, supported by tailored learning plans that address children's unique needs well. As a result, children with SEND make progress from their starting points and are supported to access the curriculum alongside their peers.

Staff create an inclusive environment where all children feel valued and included. Staff adapt resources and experiences appropriately, such as through differentiated activities and where required, they use specialist equipment to ensure that children with varying needs can participate. This helps children to develop confidence and a sense of belonging.

Leaders make appropriate use of additional funding to support targeted interventions and resources, which is beginning to have a positive impact on children's engagement and development. They work effectively with parents, sharing strategies and maintaining open communication to ensure consistency between home and the setting.

However, at times, opportunities to further adapt interactions and extend learning for individual children are missed. As a result, although children are well supported to take part, they do not always receive consistently high-quality teaching to help them make the best possible progress.

Leadership and governance

Expected standard 

Leaders have taken effective action since the previous inspection to improve the quality of provision. They have implemented clear plans, reviewed practice and strengthened systems for monitoring teaching and children's development. For example, leaders use regular supervision and team discussions to focus on key children, review targeted learning plans and identify next steps. This has supported improvements in staff understanding and practice. Those involved in the running of the setting are engaged and work alongside leaders to provide support and oversight, contributing to ongoing improvements.

Leaders prioritise staff wellbeing and professional development. Staff feel supported and benefit from training, mentoring and opportunities such as peer observations. Leaders link training to identified areas for development, including communication and language, behaviour and the role of the adult. This work is beginning to have a positive impact on practice, although it is not yet fully embedded. Leaders recognise that some staff require further support to build confidence and deliver consistently higher quality teaching. This shows that leaders have realistic expectations and a clear focus on continuing to improve outcomes for children.

Leaders engage effectively with parents, other professionals and the wider community. They share information about children's learning and work closely with the host school to support transitions. For example, school staff visit the setting and contribute to planning for children moving on, helping to build children's confidence and readiness for future learning.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
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What it's like to be a child at this setting

Children arrive happy and settled and enter a calm, nurturing environment where they feel safe and secure. They build warm, trusting relationships with staff and confidently seek them out for reassurance, stories and shared experiences. Children show kindness and consideration towards one another. For example, older children help younger peers and include others in their play, which strengthens their sense of belonging.

Children enjoy their learning and actively explore the vibrant environment. Staff provide experiences linked to children's interests, such as stories and creative activities, which encourage confidence, curiosity and developing periods of sustained involvement. In the main, children demonstrate positive attitudes to learning. They persevere, take pride in their achievements and share their ideas enthusiastically.

Staff design a curriculum that supports children's development and prepares them for school. Children develop independence through daily routines, such as self-serving at snack time and managing their own personal needs. Staff support children with special educational needs and/or disabilities effectively through tailored approaches and multi-agency working, which helps children to make progress and feel included. Children develop secure early language and mathematical skills. They talk confidently, recall familiar stories and apply number skills in their play.

Children generally behave well and respond to support from staff. Overall, children enjoy their time at the setting and continue to develop the skills they need for their next stage of learning.

Next steps

- Leaders should strengthen staff's teaching skills so that they confidently adapt interactions and learning experiences in the moment to fully support children to achieve highly.
 - Leaders should refine daily routines, such as circle time and transitions, so that children consistently understand expectations and further develop their ability to manage their feelings and behaviour.
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About this inspection

The inspector spoke with, leaders, staff, the special educational needs coordinator and children during the inspection.

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.

Inspector:

Donna Birch

About this setting

Unique reference number (URN): 309793

Address:

Brookside Community Primary School
Bright Street
Clitheroe
Lancashire
BB7 1NW

Type: Childcare on non-domestic premises

Registration date: 01/07/1999

Registered person: Brookside Out Of School Care Club Committee

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:00

Local authority: Lancashire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 24 June 2026

Children numbers

Age range of children at the time of inspection

2 to 11

Total number of places

50

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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