



Gomer Breakfast and After School Club

Inspection report for early years provision

Unique Reference Number	EY336746
Inspection date	18 January 2007
Inspector	Lisa Jane Cupples
Setting Address	Gomer County Junior & Infant School, Pyrford Close, GOSPORT, Hampshire, PO12 2RP
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Registered person	Woodpeckers Childcare Ltd
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Gomer Out of School and Breakfast Club was registered in 2006. It is located in Gomer Infant and Junior School in Gosport, Hampshire and is part of Woodpeckers Childcare Ltd. The clubs will alternate termly between the infant and junior school and operate in the school halls.

The club is registered to provide care for 30 children aged from five years to under eight years of age. It is the setting's policy to accept children once they are in full-time education. There are currently 30 children on roll aged from five to 11 years. The breakfast club operates from 07:30 to 08:40 and the out of school club operates from 15:25 to 17:45 Monday to Friday during school term-time only.

The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language. The club currently employs three members of staff. Of these, one holds an appropriate qualification and another one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of good personal hygiene through daily routines and discussions. They talk about 'washing off the germs' before snacks and wash their hands with little or no encouragement. Good hygiene procedures are implemented effectively by all staff ensuring the children are protected from the possible spread of infection.

Children enjoy a healthy diet because the setting provides a wide range of healthy and nutritious snacks at tea time, although opportunities to develop the children's responsibility and independence at meal times are often missed, as staff fully prepare the snacks and meals in the kitchen area and automatically pour the children's drinks for them. Children and staff talk enthusiastically about the types of foods that they enjoy and are good for them, helping them to learn the importance of healthy eating. Children's allergies, medical and cultural needs are all recorded and staff have easy access to the details, ensuring the needs of each child are met.

The provider ensures a member of staff who holds a relevant first aid certificate is on site at all times, this ensures the children will receive immediate treatment if an accident occurs, helping to keep them healthy. Children's health is promoted because staff have a clear understanding of the procedures for recording all accidents and medications. Parents are required to sign all entries, helping to keep them informed.

Children understand the importance of a healthy lifestyle through discussions and daily routines. Children have access to the fully secure school grounds and have many opportunities to develop and practice their large muscle skills. Staff ensure the children are fully supported during their outdoor activities and supervision is good. Children use a wide variety of equipment when playing outside and are able to choose the activities, increasing their independence and developing their skills effectively.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are safe and secure as the school doors are kept locked. All visitors are required to sign the setting's visitors book to maintain an accurate record of who is on site; this helps to protect the children. All outdoor play areas are well supervised and secure, helping to keep the children safe. The premises are clean and well-maintained and the staff team check the site before children come into the group, providing a safe and healthy environment for the children.

Children learn about keeping themselves safe through discussion and routines. For example, they have a clear understanding of the group rules. Children often remind each other and help others to follow the rules, reminding each other not to run in the hall. This shows the children are developing an understanding of keeping safe. However, not all children are aware of the fire drill procedures because fire drills are not practised regularly; this could lead to a delay when evacuating the building in an emergency.

Children benefit greatly from an extensive range of activities and resources, which are suitable for the age and stage of children who attend. Staff set up a range of activities before the children arrive, although the children are not able to choose additional activities and resources from the storage cupboards. This prevents the children from further developing their decision making skills. Staff check the equipment and resources daily as they are set up and packed away; any broken or damaged items are discarded and replaced as soon as possible, providing a safe range of resources for the children.

Children's safety is promoted because all staff have a very clear understanding of child protection procedures. They would recognise the possible signs of abuse and they record all existing injuries. The staff team work closely with the school and any incidents or accidents that occur during the school day are passed on to the staff team, so they can share the information with the parents, helping to keep them informed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are busy and occupied throughout the sessions. They become totally involved in the art activities, using their imaginations and thinking of new things to make, such as paper springs. Children enjoy a range of board games, explaining the rules to each other and showing consideration for others. Children are confident and have good self-esteem, they explain their ideas and express their feelings with ease and talk openly about their personal experiences. Staff interact extremely well with the children, listening carefully to them as they share stories and jokes, making them feel valued and developing a real sense of belonging. When talking about what they like at the club, many children said they like it because the adults listen to them. This helps the children to feel respected, building their self-esteem effectively.

Staff participate fully in all the activities, building good relationships with the children. They play at the children's level and it is often hard to distinguish between the adults and the children in the setting because they work so well together, becoming involved in the range of activities and games available. Children can choose from the range of activities set up in the hall and move around freely, with confidence and purpose. However, they do not always have the opportunity to self-select resources or develop their freedom of choice effectively, as they can only choose from the activities that are set up. Children co-operate well together, playing games such as the domino run, setting up the line of dominoes with great care and cheering as they all fall down.

Helping children make a positive contribution

The provision is good.

Children benefit greatly from the positive and effective partnership with parents. Channels of communication are strong because parents know the staff team well and are able to talk to them at any time. Parents feel confident about the care their children receive because the staff team is consistent, helping to build good relationships, providing a relaxed environment for the children.

Children behave extremely well and are polite to others because they know exactly what is expected of them. Staff implement the clear rules and boundaries consistently across the staff team. Children learn the difference between right and wrong because staff give clear explanations and take the time to ensure the children can see they have been treated fairly. Staff are positive role models and continually recognise and praise the children's efforts, for example, when they help to tidy up, or get the tables ready for snack time.

Children respond well to one another, building good relationships, often telling jokes, laughing and chatting well together. They share and take turns with no encouragement, showing consideration for others and helping each other whenever they can. Children are treated as individuals and feel important and respected because they are listened to and valued as part of the group. Their ideas and suggestions are listened to and often implemented by staff, valuing each child's contribution. Staff have experience of working with children who have learning difficulties or disabilities and work closely with the school and parents to ensure all care and the individual strategies used are consistent and benefit the child concerned.

Organisation

The organisation is good.

The daily routines are extremely well organised to ensure children can move freely from one activity or area to another without having to wait, which has a positive effect on behaviour. The sessions run smoothly because the staff and children are fully aware of the routines. Staff are vigilant and ensure all children are occupied and interested throughout the sessions, moving around and interacting exceptionally well, actively encouraging the children to participate in all the activities.

The ratios are maintained at all times and staff deployment is effective, enabling staff to provide good quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides. The daily attendance register is up-to-date and accurately reflects the number of children and staff present. All the required documentation and paperwork is in place and is maintained to a high standard.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children are able to self-select from a range of resources to further develop their decision making skills
- practise fire drills regularly to ensure all children are aware of the emergency evacuation procedures
- provide more opportunities for children to develop their independence during snack and meal times.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk