

Gomer Breakfast and After School Club

Inspection report for early years provision

Unique reference number EY336746
Inspection date 05/11/2008
Inspector Judith Howell

Setting address Gomer County Junior & Infant School, Pyrford Close,
GOSPORT, Hampshire, PO12 2RP
Telephone number 02392 589 549
Email adminoffice@gomer-jun.hants.sch.uk
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Gomer Breakfast and After School 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 breakfast club operates from 7.30 to 8.40 and the after school club operates from 15.25 to 17.45 Monday to Friday during school time only. The clubs will alternate termly between the infant and junior school. All children share access to the school playground for outdoor play.

This provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register to care for no more than 30 children under eight years. The numbers attending the out of school provision are variable. There are currently four children aged under five. Children come from the local and surrounding area. There are four members of staff employed, of whom three have childcare qualifications at level 2 and above, and three are trained in paediatric first aid.

Overall effectiveness of the early years provision

The Woodpeckers Club promotes many aspects of children's welfare with success. Children are safe and secure. They are happy, well settled and enjoy their time in this welcoming setting. Their learning and development are soundly supported and they are well cared for, although there are weaknesses in assessment and the monitoring of children's progress. Children's individual specific needs are well supported and effective systems ensure an inclusive environment. There is a suitable working partnership with parents which ensures they are kept informed of most issues relating to their child's care and learning. The club's capacity to improve is satisfactory. The club has yet to develop a formal self-evaluation system for monitoring the quality of provision and identifying areas for development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a systematic and routine approach to using observations to help assess the progress that children make
- implement a system of self-evaluation in order to identify areas of strengths and areas for further development
- ensure that systems for monitoring and evaluating staff performances are rigorous and applied well to identify training needs

The leadership and management of the early years provision

The club does not yet complete a self-evaluation form, but ensures that self-evaluation is satisfactory by reflecting on its practice through regular meetings. The recently appointed manager has only held the position for four weeks. Since

the last inspection the management systems have ensured that all identified areas for improvement have been addressed. Systems to monitor and evaluate staff performance and development have yet to be introduced.

All necessary policies and procedures ensure that children are well protected. For example, there are good systems in place to check the suitability of staff and to ensure that they hold or are working towards early years qualifications. The management group value their staff team enormously and are keen to retain them and support their professional development. Detailed and effective risk assessments are undertaken regularly to ensure children's safety throughout the indoor and outside areas of the club and when taking children on outings. The setting's capacity for improvement is satisfactory. The development of planning is an ongoing project of the setting to ensure clearer identification of how the activities offered meet the Early Years Foundation Stage requirements.

Children benefit because the staff ensure they are available to them for support and guidance to facilitate their play and ensure they are fully included in activities. Staff build suitable links with parents to ensure they receive regular feedback about how their child has been and the activities they have enjoyed. Basic links are in place with the school and the management group have plans to ensure that information is passed on when children arrive at the provision.

The quality and standards of the early years provision

Children are provided with suitable opportunities to help them make appropriate progress. Although basic plans are in place, the format does not allow staff to note children's current interests or use observations to ensure that each child's needs are being met as they play. Staff are keen to follow children's interests when they plan and provide a suitable range of activities. For example, small groups of children became engaged in building models, playing floor games and quietly reading books. During activities the staff support children's learning well. As a result children are keen to share their ideas through discussion. At times, however, staff do not always extend children's thinking to encourage further exploration. Children demonstrate confidence in approaching staff for help. They work and play together well, negotiate with each other and by playing games such as dominoes they learn to take turns. Children who choose to play alone are equally well supported by the staff who sit with them and talk to them about what they are doing.

Children's health is well promoted because staff implement effective health and hygiene procedures. Children learn about healthy eating through discussion at snack time and at breakfast club staff ensure all children brush their teeth by the end of the session. The staff have a good understanding of creating a safe and warm environment in which risk is minimised and children learn to operate independently making their own choices. Staff effectively promote children's good behaviour and encourage them to engage in the activities provided. As a result children's responses to activities are positive. They are confident to talk to visitors and have amiable relationships with staff and others. Children benefit from the

opportunities in dry weather to have free flow between the club room and the playground.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.