

Goslings Out of School Club

Inspection report for early years provision

Unique reference number

EY391699

Inspection date

19/10/2009

Inspector

Jane Shaw

Setting address

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Type of setting

Childcare on non-domestic premises

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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 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.

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Description of the setting

Goslings Out of School Club is one of three privately owned settings run by the company, Goslings. The provision was re-registered under the current arrangements in 2009, and operates from Hollinhey Primary School in the rural village of Sutton, Near Macclesfield in Cheshire. Children have access to a classroom and hall; outdoor play is made up of an enclosed playing field with a playground, including fixed climbing equipment. Kitchen and toilet facilities are also provided and there is access to a quiet area in the library just outside the classroom. The club operates each weekday from 7.45am to 9am and 3.10pm to 6pm term time only. Every Friday, as numbers attending are lower than usual, children are joined at Hollinhey by those attending Goslings at a neighbouring school.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 27 children may attend the setting at any one time. The setting currently supports a number of children with special educational needs and/or disabilities. There are currently 46 children on roll, five of whom are in the early years age range.

Two members of staff work with children on a daily basis, but a total of five staff work for the organisation, and therefore additional staff can be used to cover for sickness, holidays and when numbers are high. Of these five staff, all hold appropriate early years qualifications to at least National Vocational Qualification level 2, a further one member of staff is undertaking an additional qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development are promoted effectively as staff have a clear understanding of each child's individual needs. Children's welfare, health and safety are promoted, because of policies and procedures in place and the staff's clear understanding of these. Children learn about their own environment and the wider community through discussion, activities and access to resources. Children's placements are supported by effective partnerships with parents and carers, and liaison with school staff. The club manager and staff are aware of the strengths of the setting and have done some work on self-evaluation.

What steps need to be taken to improve provision further?

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

- consider implementing systems to show children's development and engagement in activities
- ensure all children are encouraged to wash their hands before snack
- ensure information regarding staff clearance is available on site at all times.

The effectiveness of leadership and management of the early years provision

Legally required checks have been successfully completed by Ofsted on the manager, and by the registered individual for other staff, ensuring children's safety and welfare. However, evidence of clearance was not available on site at the time of the inspection as this was being updated. All required records and documents are in place in order to safeguard and promote the welfare of children attending. Staff are clear about the procedures to be followed in order to safeguard children's welfare. Appropriate written safeguarding, missing and uncollected child policies which are available at all times for staff, parents and carers to view, ensures that all parties are fully aware of the setting's responsibility to protect children from harm.

Staff have secure understanding of the Early Years Foundation Stage and as a result, children make good progress in their learning and development. Staff are clear that they provide children with access to activities and experiences that enhance the learning which takes place within school. Children are encouraged to make choices about their play and independently access a variety of resources to support their decisions. Children independently access resources from the storage cupboard and low level boxes, and make requests or suggestions to staff for additional resources.

The club welcomes all children and ensures that they all have equal access to the activities and experiences on offer to them. They are encouraged to develop an understanding of their own community and that of the wider world.

Prior to placement, staff talk to parents and carers and gather information about their child's abilities and interests, along with other relevant information. This ensures that staff are able to plan and provide appropriately for each child. Staff liaise with school staff and use information to plan for activities and development, and relay any relevant information to parents and carers. The staff at this setting meet regularly together to talk about the children's interests, development and activities, and are aware of their particular setting's strengths. The manager has implemented staff appraisals and systems for self-evaluation at this setting, although this is not yet done formally with staff across the company.

The quality and standards of the early years provision and outcomes for children

Staff have a secure understanding and knowledge of the Early Years Foundation Stage framework and how the activities they provide supplements their learning elsewhere. As a result, children make good progress towards the early learning goals. Staff provide the children with a variety of activities, experiences and the resources to enable them to have fun. All children are made to feel welcome and all are able to actively participate in the activities and opportunities on offer. Children are skilled at making choices about their play and activities and can be

seen confidently self-selecting resources from storage.

Staff are aware of children's abilities and interests and how to promote their learning and development. They participate with children in activities, but also allow children the freedom to play independently or with one another. Information regarding children's activities is recorded in a diary with some photographs displayed. This is an area the manager wishes to develop further.

Children are actively engaged in their chosen activities and clearly are having fun. Children confirm that they enjoy their time at the club and the activities they have access to. Children had fun as they built dens amongst the adventure type playground equipment, using their imagination to create dens for different purposes. Children enjoy junk modelling, selecting from a variety of craft and junk materials. Children successfully use scissors, tape dispensers, pencils and paint brushes. They enjoy using the outdoor areas and trips further afield.

Children have opportunities to develop physical skills, for example, as they use the adventure type play equipment in the school grounds, balancing and climbing. They have good hand-eye coordination and manipulative skills as they build models from junk and as they draw and paint pictures. Photographs show the children building on a large scale using large resources and materials. Children enjoy a range of opportunities to be creative through dressing up, developing their imaginary skills in role play and as they use a variety of materials and media.

Parents and carers has access to the setting's policies and procedures ensuring they are fully aware of how their children will be cared for, kept safe and protected from harm. Those parents and carers spoken to were complimentary and supportive of the setting and the care and activities they provide for their children. They explained that they receive feedback from staff and feel that their children are very safe during their time at the club. Children's safety and security is well promoted, they are also reminded about the need to use tools and equipment safely. The premises are safe and secure, with appropriate safety equipment in place, daily checks are undertaken by staff and regular risk assessments are undertaken by the registered individual. Children themselves state that they feel safe.

Children are provided with snacks and drinks, consisting of crackers, cheese, dips, salad and vegetables, and a variety of squashes and water. A group of older children participate in the preparation of snacks as they engage in role play, having created a role play café area. They write up the menu board, serve the other children who sit at the tables, and ask those eating snack to 'rate' their café and the service. Appropriate hygiene routines are followed, for example, surfaces are wiped and those children preparing snacks wash their hands, however, at the time of the inspection other children did not wash their hands before eating.

Good role modelling by staff and their participation and support of children, encourages children's good behaviour and any issues are dealt with appropriately. Children are confident and have good relationships with one another and staff. All children are included in all games and activities, according to their age and ability.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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