

# Goslings Out of School Club

Inspection report for early years provision

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**Unique reference number**

EY391706

**Inspection date**

15/10/2009

**Inspector**

Jane Shaw

**Setting address**

Gawsworth Village Hall, Church Lane, Gawsworth,  
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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 Gawsworth village hall in the rural village of Gawsworth, Near Macclesfield in Cheshire. The club operates each weekday from 7.45am to 9am and from 3pm to 6pm term time only. Children are taken and collected by a 'walking bus' to and from Gawsworth Primary School. Children have access to the main hall and outdoor play is made up of enclosed playing fields and play area. Kitchen and toilet facilities are also available.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the setting at any one time. The setting currently supports a number of children with special education needs and/or disabilities. There are currently 30 children on roll, two 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 hold appropriate early years qualifications to at least National Vocational Qualification in 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.

Staff have a clear understanding of each individual child's needs and as a result they promote their learning, development and welfare successfully. Children's welfare, health and safety are well promoted. Through discussion and activities, they learn about their own environment and that of the wider world. Positive relationships with parents and carers and teaching staff, support children's placements. The club manager and staff are aware of the strengths of the setting and areas for development, but more formal systems for self-evaluation is an area for development.

## **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
- implement systems for self-evaluation in order to make plans for continuous improvement
- ensure information regarding staff clearance and risk assessments is available on site at all times.

## **The effectiveness of leadership and management of the early years provision**

Appropriate checks on staff have been successfully completed by Ofsted or the registered individual, therefore ensuring children's safety and welfare, however, evidence of clearance is not available on site. Legally required records and documents are in place in order to safeguard and promote the welfare of children attending. Staff have a sound understanding of the need to safeguard children's welfare, and the manager clearly demonstrates an understating of child protection procedures. This knowledge is supported by written safeguarding, missing and uncollected child policies which are available for staff, parents and carers, ensuring that all are fully aware of the provision's responsibility and need to protect children from harm.

Staff have secure understanding of the Early Years Foundation Stage, and as a result children are making good progress in their learning and development. Children access a range of activities and opportunities based upon their interests, self selection of resources and some planned activities. Children independently access resources from those set out for them prior to arrival, from storage or following requests to staff.

All children are welcomed into the setting and have equal access to all 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.

Staff encourage parents and carers to share information about their children's abilities and interests at the introductory stage, enabling the staff to appropriately plan their care, activities and opportunities both within and away from the setting. Staff have effective introductory procedures to ensure that children settle well. Staff liaise closely with teaching staff and use any information gathered to plan for children's activities and development. They also feedback to teaching staff and parents and carers, information on children's development and achievements.

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, for example, enabling the children to have unstructured free play and good fun. They have identified areas for improvement, including the development of snack time, following the success of harvest week.

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

Staff have a sound knowledge of the Early Years Foundation Stage framework, and as a result, children make good progress towards the early learning goals. Staff provide the children with a variety of activities and resources to enable them to have fun and to supplement their learning within school. All children are made to feel very welcome and all are included in the activities and opportunities on offer during sessions.

Parents and carers have access to written policies and procedures ensuring they are fully aware of how their children will be protected from harm and kept safe and secure. Parents and carers spoken to, confirm that they are happy with the care and activities their children receive, they state that they receive detailed feedback from staff and feel that their children are very safe during their attendance at the club. Children's safety and security is well promoted, the 'walking bus' is particularly well organised, with children wearing fluorescent jackets, and staff follow a route planned by the local authority. Children are 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 club staff and full risk assessments are undertaken by the registered individual, however, copies of risk assessments are not on site. Children are provided with snacks and drinks and they learn about the benefits of having a healthy lifestyle. The inspection took place during harvest and children thoroughly enjoyed discussing and trying a variety of different breads and soups across the week. Appropriate hygiene routines are followed and children are learning the importance of washing their hands at appropriate times.

Staff are aware of children's abilities and interests and how to promote their learning and development. Staff are considering implementing photographic records or scrapbooks to show children's engagement in activities. Staff provide the children with a range of play activities and experiences, both before and after school, that promote their learning and development and enjoyment. Children are actively engaged and have fun. Mealtimes are socially interactive times with all children sitting together chatting with staff. Children confirm that they enjoy their time at the club and the activities they are offered. Younger children are extremely well supported by older children, who join in with them in activities.

Children had fun as they became dentists, organising seating for the surgery and using keyboards to make appointments and later as they changed the role play area into a shoe shop. Children enjoy building models with the various construction materials, counting bricks, matching shapes and sizes and talk about the models they have made. They enjoy using the outdoor areas and trips to places of interest. Children are able to cooperate well, share and take turns with resources.

Children have opportunities to develop physical skills, for example, using the outdoor play spaces to play a variety of games, and have fun using barrels and tyres indoors. They have good hand-eye coordination and manipulative skills as they build models, use keyboards, and as they draw pictures. Children enjoy a range of opportunities to be creative through dressing up and use the varied materials for craft.

Good role modelling by staff ensures children behave well, play cooperatively and are confident. 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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