

Gosling Trust

Inspection report for early years provision

Unique reference number	EY243943
Inspection date	23/06/2011
Inspector	Heather Morgan

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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

The Gosling Trust was registered in 2002 and is run by a management committee. The Trust offers before and after school care for children attending Goosewell Primary School, as well as a holiday club, which is also open to children from different schools in the area. Goosewell Primary School is situated in Plymstock, a residential suburb of Plymouth. The Trust is based within the school grounds, operating from purpose built rooms and also accesses the school library, hall and ICT suite. The school playing field and playground are available for outdoor play, as well as the swimming pool in the summer. Care is provided from 7.45am to 9am and from 3.15pm to 6pm each weekday during term time. Holiday club provision is open from 7.45am to 6pm.

The Trust is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It provides care for up to 32 children aged between four and under eight years, at any one time. There are currently approximately 134 children on roll, 23 of whom are in the early years age range on roll. The club also provides care for children up to 11 years old. Altogether, there are 20 members of staff working with the children, 18 of whom hold a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children make satisfactory progress in their learning and development because staff offer a range of activities that children access enthusiastically. However, they make limited use of what they know about each child to plan ways of promoting achievement through their chosen play. Staff have addressed issues raised at the previous inspection to improve their provision, but do not routinely review their practice in order to maintain continuous improvement. There are effective procedures in place to keep children safe and secure at the setting. Children enjoy their time at the setting and are familiar with the daily routines which, overall ensure their individual needs are met. There are effective partnerships with parents, who highly value the service provided, and regular communication with the school to support children's continuity of care.

What steps need to be taken to improve provision further?

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

- review personal hygiene routines to raise children's awareness of the importance of washing their hands before they eat
- gather and use information from observations, discussions with children, their parents and other practitioners to plan activities that support children in achieving well and making progress in their chosen play

- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff implement clear and comprehensive procedures to keep children safe and secure. All adults working with the children undergo vetting procedures to ascertain their suitability. Staff have a clear understanding of their responsibility to promote children's welfare and know what to do in the event of any concerns. The premises are checked regularly to ensure a safe play environment for children. Great care is taken to ensure they move safely between their classrooms and the club, and between the indoor and outdoor play areas.

Staff plan a range of activities, in consultation with the children that complement their school day and sustain their interest. For example, they have opportunities to run around and play outdoors, to join in with craft and baking activities or to choose from the range of available resources. However, although staff know individual children reasonably well, they do not regularly exchange information with each other, and with other professionals, to ensure that activities promote each child's learning through their chosen play.

The large staff team work well together and take a pride in the service they provide. They have taken steps to address issues raised at the previous inspection in order to improve outcomes for children. They regularly evaluate the activities they offer, and consult with children about what went well. However, they do not routinely reflect on their practice in order to identify ways to drive improvement. Children have access to a good range of resources and staff provide many opportunities for them to make independent choices in their play. Resources are well-maintained and used effectively to offer activities that children enjoy. Good use is made of some of the school facilities, such as the outdoor play areas and Information, Communication and Technology suite to further extend the activities available for children, particularly when they attend all day during the school holidays.

Staff work well with other agencies to access specific support for children who need additional help in order to ensure that their service is accessible to all children. Many of the staff also work with the children during the school day and are able to share some information with their colleagues about children's interests and levels of ability.

Staff develop good partnerships with parents. They provide them with clear information about the setting and welcome them when they come to collect their children. Parents highly value the service provided and comment on how much their children enjoy attending.

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

Children arrive enthusiastically at the club and are confident and relaxed in the company of the staff. They have a good awareness of the procedures in place to keep themselves safe. For example, they line up before moving between the indoor and outdoor play areas as they know they need to be counted. Children let staff know when they are leaving the room to access the bathroom.

Children enjoy playing outdoors in the fresh air and look forward to their regular session in the playground at the end of the school day. They have healthy breakfasts and snacks at the beginning and end of each day, choosing from a variety of food and drinks on offer. Although they are able to take care of their personal hygiene, they do not always wash their hands before they sit down to eat.

Children enjoy attending the club before and after school and play well with each other at each end of the school day. Their behavior is good and they are praised for their good manners and for helping out with daily tasks, such as keeping the environment tidy. Children take a pride in having additional responsibilities, such as handing out the biscuits at snack time.

Children access a range of indoor and outdoor activities that sustain their interest well. They enjoy participating in activities that complement what they have been doing at school. For example, they like to play on the climbing equipment in the playground and to create pictures and models at the craft table. However, they are not encouraged to access activities that are designed to support their individual achievement as staff do not always make best use of what they know about children's interests and abilities. Nevertheless, children have opportunities to make independent choices and enjoy the range of play activities available to them. For example, they like to engage in role play, build with different construction materials, play board games, access computers and bake different recipes. Consequently, children make satisfactory progress in their learning.

Children enjoy learning about other cultures. For example, they explore the national dress and flags of other countries and look at where they are on a map. All children are given opportunities to join in with activities of their choice and staff are always on hand to support them in participating at their own level. Children concentrate well and enjoy the activities they choose. The club provides appropriate opportunities for them to engage in purposeful play that plays some part in helping them develop skills for future learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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