

Gosforth Park Out of School Limited

Inspection report for early years provision

Unique reference number

319186

Inspection date

02/06/2011

Inspector

Julie Morrison

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Gosforth Park Out of School Limited is a privately owned setting and has been registered since 1998. It operates from the hall and one classroom within Gosforth Park First School. There is access to an outdoor play area. The setting is open during term time from 8am to 9am and from 3pm to 6pm. During school holidays, sessions run from 8am to 6pm. The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register for a maximum of 56 children under the age of eight years old. The setting currently has 82 children on roll, of which eight are in the early years age range.

The setting employs 10 members of staff, including the two owners. Of these, one member of staff holds a level 6 early years qualification and four hold a level 2 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The out of school club provides a relaxed and friendly environment, where all children are happy, settled and included. This is supported by suitable procedures to work with parents and other providers of the Early Years Foundation Stage to provide consistent care. The setting provides a suitable range of activities for children, which cover most areas of learning and which support them in making appropriate progress in their learning and development in a fun way. However, weaknesses in self-evaluation have led to ineffective systems for organising documentation and limit its ability to improve practice. Consequently, there are several breaches of specific legal requirements, this does not effectively safeguard children or promote their welfare.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- conduct a risk assessment and record when it was carried out and by whom; regularly review the risk assessment, at least once a year, and include in the record the date of the review and any action taken following a review or incident (Suitable premises, environment and equipment) 01/07/2011
- keep records of the information used to assess 01/07/2011

suitability, which include the unique reference numbers of Criminal Records Bureau Disclosures and the date on which they were obtained (Suitable people) (also applies to both parts of the Childcare Register)

- ensure that the manager holds a full and relevant level 3 qualification as defined by the Children's Workforce Development Council (Suitable people) (also applies to the compulsory part of the Childcare Register).

01/07/2011

To improve the early years provision the registered person should:

- plan and provide activities to promote children's identified next steps in order to meet their individual needs
- develop further opportunities for children to use information and communication technology to support their learning
- lead and develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development in order to improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff and management demonstrate a clear understanding of the signs and symptoms of abuse. This is supported by a written policy and by the named person responsible for safeguarding children. Organisation at the setting is not sufficient to effectively safeguard children and to ensure that all legal requirements are met. The provider does not obtain Criminal Records Bureau Disclosures for all staff, and evidence of suitability checks for all staff and of an appropriate level 3 qualification for the manager are not kept available for inspection. Although there are suitable procedures to supervise children at all times, along with keeping external doors locked and daily checks prior to setting up, the providers do not complete a yearly risk assessment which covers all aspects of the provision and equipment, and do not maintain the required written records. These are all breaches of specific legal requirements. A member of staff with a current first aid certificate is present at the setting at all times, along with appropriate procedures to obtain consent for emergency medical treatment. This means that staff can respond quickly and appropriately to any accidents or emergencies.

The management team attends regular out-of-school network meetings and discusses practice with the team, which helps them to have an adequate understanding of areas for improvement. They have positively addressed the recommendations raised at the previous inspection, which helps to improve outcomes for children. However, systems for self-evaluation are not sufficiently robust to ensure that all the legal requirements of the Early Years Foundation Stage are met and to ensure continuous improvement. Appropriate use is made of space and resources. Staff set up a suitable range of activities and resources prior to children's arrival and regularly ask them what they would like to do. As a result, children move around the setting confidently and make independent choices about

their play.

Suitable procedures are in place to work with parents. Important information, such as the certificates of registration and public liability insurance, is displayed for parents to see. This is combined with an information booklet to ensure that parents are aware of all relevant policies and procedures. Staff gather sufficient information at the start to begin to get to know the children. Parents are kept up to date about their child's care and activities through regular verbal feedback. Staff use a three-way diary to share information between the setting, parents and schools. This helps to promote continuity of learning and care for children.

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

The familiar routines and the relaxed, friendly environment contribute to children feeling happy and developing a sense of belonging to the setting. However, safeguarding requirements are not fully met and this impacts on how safe children are. Staff are warm and enthusiastic as they join in fully with the children's play, for example playing games of rounders and basket ball. Younger children have their communication and literacy skills supported appropriately, because staff encourage them to talk about how they have made their play dough and to write their names on their art work. Fully engaged in activities, children are developing skills for the future as staff encourage them to share and take turns.

Staff encourage children's numeracy skills through everyday activities and games, such as finding numbers on the large number grid in the outdoor play area. A variety of arts and crafts activities, such as drawing, painting, making collages and exploring play dough, help to support children's creative skills. Such activities also help to promote hand-eye coordination. Children begin to learn about the natural world as they plant seeds and make prints with different vegetables. Discussion with staff, along with planned activities, helps children to develop a sensitive awareness of diversity and different cultures. However, resources to support children's information, communication and technology skills are limited. This does not fully support their progress across all six areas of learning.

Staff have a developing knowledge of the learning and development requirements of the Early Years Foundation Stage. They know the children well and recognise the importance of following their lead after a full day at school. They have introduced suitable procedures to record observations of children's learning, which are linked to the six areas of learning, and identify their next steps but do not plan activities to promote them. This means they do not plan for children's individual development.

Children benefit from regular opportunities to be physically active and get fresh air. For example, they ride, scoot, climb and balance in the well-resourced outdoor play area. Their good health is appropriately supported by consistent daily routines, such as washing hands and tables before lunch. They are beginning to

learn the importance of healthy diets as they try different fruits at snack time and talk about healthy eating. The staff use discussion and planned activities to help children learn to keep themselves safe, such as by practising fire drills. Children behave well at the setting as staff use appropriate behaviour management techniques. They talk calmly to children and clearly explain the rules. Staff encourage all children to share and to involve those who do not know others and to include them in their play. As a result, children are happy and settled at the club.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (Suitability and safety of premises and equipment) 01/07/2011
- take action as specified in the early years part of the report (Qualifications and training) 01/07/2011
- take action as specified in the early years part of the report (Suitability to care for children, or have regular contact with). 01/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (Suitability and safety of premises and equipment) 01/07/2011
- take action as specified in the early years part of the report (Qualifications and training). 01/07/2011