

# Goostrey Out of School Club

Inspection report for early years provision

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<b>Inspection date</b>	23/02/2012
<b>Inspector</b>	Sylvia Cornock
<b>Setting address</b>	Goostrey Primary School, Main Road, Goostrey, CREWE, CW4 8PE
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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

Goostrey Out of School Club is one of a number of provisions privately operated and managed by the company Superkids. It was registered in 2003. It operates from the school hall and a classroom within Goostrey Primary School, Goostrey, East Cheshire. Children have access to a secure outdoor play area.

It is registered for 40 children aged from three to eight years of age, older school aged children may attend. It offers before and after school care from 7.50am until 9am and 3pm until 6pm term time only. Children from the school attend for a variety of sessions.

There are currently 74 children on roll. Of these, 17 are under eight years and of these six are within the early years age group. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs five members of staff including the manager who work directly with the children. The manager holds a teaching qualification and one staff member holds a National Vocational Qualification Level 2 in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted, with some outstanding aspects. Staff provide a stimulating and challenging environment overall where children develop their independence and have fun while they learn. As a result, children make good progress in their learning and development and enjoy a wide range of highly enjoyable activities and resources. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Children's progress is imaginatively shared through excellent partnerships with parents and carers and other early years professionals. Overall, the setting continuously improves through the well-developed self-evaluation.

## What steps need to be taken to improve provision further?

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

- provide long-term growing projects, in particular sowing seeds or plants. Use the knowledge and expertise of local farmers, gardeners and allotment holders.

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

Safeguarding is prioritised, exemplified by the recruitment, employment and induction procedures that help to ensure that staff are suitable to work with children. Staff show an understanding of the procedure to safeguard children. Records, policies and procedures are in place and are regularly reviewed in line with the local safeguarding procedures. Staff are organised and effective in supporting the service offered. For example, staff use daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use. The staff team are committed through their involvement in the self-evaluation procedure along with information gathered from the children and parents on areas for improvement. The recommendations from the last inspection have been fully addressed. The management team undertake annual appraisals supporting staff and identifying any future training needs.

Staff organise the space, resources and outdoor activities to ensure that children receive a stimulating learning and play experience with a well balanced mix of adult-led and child-initiated play. Resources are freely available and of good quality. Staff know the children well and ensure their individual needs are met. They work and engage with other early years professionals in respect of effective continuity and progression of children's educational needs. Staff support children with special educational needs superbly and they promote children's understanding of the society they live in.

Partnerships with parents and carers are outstanding. Staff discuss every aspect of their child's care, learning and development with them. Parents and carers are made aware of the policies and procedures and they know they can view these at any time. A copy is available within the setting. Parents and carers verbally comment on the excellent care, education and activities on offer for their children and the high commitment of the staff. They are kept well informed about their child's welfare and learning through daily exchanges of information, this means that they in turn can support their child at home.

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

The learning environment provided by the staff and their personal skills is good. There is a focus upon personal, social and emotional development and an emphasis on self-esteem; they teach children to participate, adopt safe and hygienic routines and to behave well and have consideration for all others. Resources are good enabling children to choose from the variety on offer which is easily accessible. They are stimulating, interesting and children have fun as they create their own child-initiated play. As a result, all children make gains in their learning and development. Staff know the children well and plan activities according to the children who are attending on each day. Staff use planning sheets which show the theme for the week. They complete written observations for each

child and these are used to plan for individual children's next steps in their learning.

Staff throughout the club extend children's skills in communication and language. For example, they engage in conversations, share ideas and provide resources to develop language. For example, children bring in items and share these through discussion at 'show and tell' time with their friends. Children have the opportunity to access a range of mathematical and problem solving skills, as they engage in board games, construction kits and count how many times they have jumped over the skipping rope. They have opportunities to use the computer and programmable toys. All children enjoy the outdoors, where they can choose from a variety of activities within the school grounds to promote their physical development. However, activities linked to the wider environment, such as the planting of seeds, vegetables and flowers is less well developed. Children enjoy the wide selection of art and craft activities on offer, they show skill as they make shapes and design shapes with coloured beads. They use recycled materials in their designs and modelling.

Children's welfare is promoted by the staff to a consistently good level. They blend daily routines and activities together so that children acquire competency, confidence and independence in all areas. For example, children are taught how to be safe through themes, such as evacuations of the building and being aware of others. A strength of the setting is the promotion of keeping healthy through healthy eating and excellent physical activities. Children celebrate different festivals and have an excellent insight into the wider world. They engage in fundraising activities in support of various children's charities. The provision focuses upon emotional and physical health and cultural diversity as they embrace and welcome everyone into a wholly inclusive environment.

## 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	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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