

New Gumboots After School Club

Goodrich Community Primary School, Goodrich Road, LONDON, SE22 0EP

Inspection date

Previous inspection date

16/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff make good use of the short time that children attend after school by providing a broad range of interesting activities both indoors and outside.
- Strong partnerships with the school enable staff and teachers to share information about children's progress on a regular basis.
- The manager is proactive in seeking the views of children, parents and staff and uses this information to make improvements that promote the quality of the service.

It is not yet outstanding because

- Children's mealtimes are less well organised, when children have fewer opportunities to be independent.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- All details held by Ofsted about the Out-of-School club were checked prior to the inspection.
- The majority of the inspection was spent with staff in the hall, observing staff practice and the children they were caring for.
- On-going discussion and joint observation took place with the staff throughout the inspection. Children's information and development records were sampled.
- Parent's views were gathered through discussion during the inspection and observation of questionnaires completed by parents.
- Procedures for safeguarding children and promoting their welfare were discussed and relevant documents were sampled.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

New Gumboots After School Club has been operating since 2009 and registered as a limited company in 2012. The club operates from Goodrich Primary School, within the

London Borough of Southwark. The club operates Monday to Friday from 3.30pm to 6pm, during term time and weekdays from 8am to 6pm during school holidays. A maximum of 45 children may attend, of whom 15 can be in the early years age group. Care is also provided for children aged over eight years. There are currently 88 children on roll, of whom 10 are in the early years age range. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Seven members of staff are employed, including the manager, half of whom hold qualifications in childcare and/or playwork and other staff members are working towards gaining qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the organisation of mealtimes so that children's independence is encouraged by allowing them to make choices, pour their own drinks and serve their own food.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children have good opportunities to develop their skills in expressive arts and design as they use a broad range of art and craft materials to make things that interest them. Children enjoy participating in regular cooking activities where they take turns to measure the ingredients and stir the mixture. They develop good mathematical skills as they play board games and use a variety of puzzles and constructions sets which help to develop their problem solving skills. Children literacy skills are encouraged as they enjoy drawing and relax in the book area while looking at books independently. Children's communication skills are enhanced as children of all ages play well together and talk about what they are doing. Children's social skills are enhanced as they share and take turns during play and participate in team games at the end of the session. Children develop their physical skills through playing sports in the playground and while playing table tennis and using the pool table during indoor play. They also enjoy music and movement sessions with staff. However, children have fewer opportunities to develop their self-care skills during meal times. This is because children are not able to choose the foods they like to eat or serve the amount they would like. Children's understanding of the world is enhanced through use of a variety of small world toys which reflect the world in which we live. During school holidays children participate in a broad range of outings that help them to learn about nature and living things, such as trips to the park and museums. In addition, they participate in interesting trips, which help them to learn about caring for the environment,

such as trips to the recycling centre.

Staff have developed methods of observation and assessment and record children's progress relating to the themes of the early years foundation stage. They then share this information with parents and the children's class teacher on a regular basis. Children have good opportunities to participate in the planning of activities and outings through discussion with staff and the children's survey. They participate in a good balance of learning opportunities where they engage in free-flow indoor and outside play and have time for free-play and group activities.

The contribution of the early years provision to the well-being of children

Children have established strong relationships with each other and staff. Children of all ages play well together and show a sense of belonging as they welcome each other and say good-bye. Staff know the children well as many staff work in the school. Children in the early years age group are supported by the manager who has the role of their key worker and liaises with parents and other staff to ensure children's individual needs are met effectively. Children are well behaved and follow the daily routines, such as helping to tidy away after snack time and set out the toys. Children learn about safety while participating in regular fire drills.

Children's good health is promoted well as they have frequent opportunities to gain exercise during sports, team games and group activities at the end of the session. They learn about good hygiene practice such as washing their hands before meals and manage their personal hygiene needs well. Staff provide a balance of healthy meals and snack after school which are freshly prepared on the premises; these include fresh fruit and vegetables to promote children's healthy eating habits. Staff are aware of children's individual dietary needs. Children and parent are able to make suggestions of meals for the on-going menu through the surveys.

Good systems are in place to help new children settle into the after school club through visits with their parents before they begin. This helps them to feel safe and secure. Good relationships with the school enable effective information sharing regarding children's transitions.

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

Good systems are in place to promote children's well-being and safeguard them from harm. Staff have attended relevant training to give them the skills to identify when a child may need support. They implement a range of policies and procedures, which are aimed at promoting children's safety and welfare. Children's welfare is also safeguarded through appropriate use of documentation relating to their attendance, accidents and any medication administered. Good systems are in place to ensure the on-going suitability of staff through vetting checks and methods of staff supervision and appraisal. In addition,

new staff attend induction training and all staff participate in regular meetings and staff surveys. This ensures staff views are known and their personal development needs are supported effectively. In addition, high regard is given to seeking the views of children, parents and staff and this information is used to develop the quality of the service. Staff conduct an annual self-evaluation relating to all aspects of their service which highlights their strengths and any areas they plan to improve. They have also completed the local authority quality assurance course and gained their certificate of accreditation. Staff show high regard to promoting children's safety during the setting and while on outings. They conduct regular risk assessments and take action to reduce any identified risks.

Staff are deployed well to support the needs of the children and provide good levels of supervision. However, the mealtime is less well organised with lots of movement by staff and children which distracts from a relaxed sociable time. Staff provide a good educational programme that meets the needs of the children of various age ranges well. As a result, children are purposefully engaged in play and enjoy the activities available.

Partnerships with parents, the school and local authority are well established. Staff are aware of children's individual care needs and liaise closely with parents to ensure that there is a good two-way flow of information sharing. This includes providing parents with newsletters and sharing information by text and emails. Staff also make time to talk to parents about all events of the day when their children are collected. Parents spoken to during the inspection report that their children are happy and enjoy coming to the club. They state that communication with staff is excellent and that the manager and staff respond quickly to any suggestions they make. In the parents survey parents report that they are happy with the quality of the service and value how the staff show a genuine interest in their children and really know them well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY448272
Local authority	Southwark
Inspection number	806262
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	5 - 8
Total number of places	45
Number of children on roll	88
Name of provider	New Gumboots After School Club
Date of previous inspection	Not applicable

Telephone number

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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