

Gosforth Park OSC Ltd

Granville Road, Gosforth, NEWCASTLE UPON TYNE, Tyne and Wear, NE3 5LB

Inspection date

06/03/2014

Previous inspection date

23/04/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Teaching is good because all staff have a good awareness of how young children learn and make the most of opportunities to promote their learning through reflecting children's interests through play, discussions and group activities.
- Children enjoy a wide variety of activities both indoors and outdoors. They confidently choose and initiate their own play with their chosen friends, promoting their social development and independence.
- The successful implementation of the key person system enables children to feel safe. They form secure attachments with all staff and display high levels of confidence and a strong sense of belonging.
- The club's good relationships with parents and the local schools ensure continuity and consistency for children and help staff to provide fun, worthwhile activities which complement children's learning elsewhere.

It is not yet outstanding because

- There is scope to improve opportunities for children to develop their skills in becoming independent, by preparing and serving their own food.
- The wide range of food choices that are offered to children at snack times are not consistently healthy.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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

- The inspector observed activities in the hall and outdoor area.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the providers self-evaluation and improvement plan.

Inspector

Lynne Pope

Full report

Information about the setting

Gosforth Park OSC Ltd was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Gosforth Park First School in Gosforth, Newcastle upon Tyne. The out of school club serves the local area and is accessible to all children. It operates from one playroom and the school hall and there is an enclosed area available for outdoor play. The out of school club employs nine members of childcare staff. Of these, seven staff hold appropriate early years qualifications at level 2 and above, including one member of staff with a level 6 qualification. The out of school club opens Monday to Friday during term time from 8am until 9am and from 3pm until 6pm. During school holidays it is open from 8am until 6pm. Children attend for a variety of sessions. There are currently 150 children attending, of whom 25 are in the early years age group. The out of school club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their skills in becoming fully independent, by encouraging them to prepare and serve their own snacks
- ensure that children consistently eat a healthy range of food at snack time, so that they understand the need for healthy variety in food.

Inspection judgements

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

All staff have a good understanding of how to engage and capture children's interests. Teaching techniques are consistently strong across the club, resulting in all children being effectively supported to acquire the skills and capacity to learn and develop effectively. Staff provide activities that link closely to children's interests and preferences because the staff gather good information from the parents on entry to the club. Children's individual learning needs are continually met. Staff effectively observe the children on a regular basis and use the information they gather to plan exciting and challenging activities at the club. Staff track children's progress and provide for their next steps in their learning effectively. They take responsibility for planning activities on a weekly basis and provide a separate plan for children on the Early Years Register and the Childcare Register to ensure their specific needs are met. As a result, children make good progress in all areas of learning in relation to their starting points. Secure support is in place for children with special educational needs and or/disabilities. Staff work closely with parents, schools and other professionals so that they adapt activities to meet children's specific needs.

Children focus well and engage in the activities which staff provide. Staff are skilful at interacting with children and challenge them by using open-ended questioning and value their comments and contributions well. Children are confident communicators. They listen to staff, follow instructions and make their needs known. In addition, children and staff enter into detailed conversations. For example, during craft activities staff engage children in talking about what they are making and how they will do it. This encourages children to consider how they can develop their ideas. They draw a fish shape and some children decide to cut up tissue paper, while other children decide to rip it up to decorate the fish. Staff promote children's self-esteem as they praise children for their efforts, this prompts children to stay at the activity and do another fish. As a result, children are able to express their thoughts and feelings in a supportive environment. During activities staff make the most of opportunities to introduce learning. While outdoors, they count how many skips children manage as they jump over the rope. Indoors, they play simple games that involve children in counting how many spaces to move on a board game. Staff help children to continue their learning as they provide mark-making materials in the craft areas. Children show their emerging writing skills as they write on their work and form recognisable letters. Children use their imagination well as they play together. They dress up in the home area and follow a theme as they pretend to be the characters. This shows that children take account of other children and pay attention to what they say. Staff facilitate cooperative play as they join in with children making models with construction materials. Children are seen to either work on their own or together as they decide the best way to build their model.

Parents are pleased with the care their children receive. They feel able to approach all staff and discuss any aspect of care and feel staff are kind and helpful. Daily communication either verbally or through the home books enables parents and staff to keep up to date and fully aware of progress and any changes to children's care needs. They have access to their children's observation record, which helps them to continue their children's learning at home. Consequently, children's needs are met effectively. The introduction of a website means that parents can access the policies and procedures and download any forms they need easily. Communication with the owners is made simple through the website as well.

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

Staff work closely with parents and children to help with the settling-in process. This helps to foster good relationships and ensures children are well supported during the transition from school into the club. Where possible staff assign new children a mentor from the school that they attend. They are able to help children to settle and find their way around the club and promote children's well-being. This ensures a smooth transition from one setting to another. Parents are encouraged to share information about their child from the outset to ensure staff have a good understanding of each child's needs and parents' preferences. This forms the basis of meeting children's individual needs. Children's key persons liaise with class teachers effectively and they work together around any specific

issues to promote children's development. Staff have a calm and consistent manner with the children, which results in them showing children the best way to behave. Children are aware of the boundaries that are set. The club rules are displayed on the wall in the club and all children are well-behaved. They get into school groups when it is time to go outside and clear resources away outside really well when it is time to come back in. Emergency evacuations are practiced so that children become aware of what to do in such an event. They quickly and efficiently leave the building when the bell is rung and make their way to the designated meeting area. This helps children to learn how to manage their own safety.

Children are clearly familiar with the daily routines and look forward to meeting up with their friends where they can chat and play together. The club is made welcoming as staff set out activities around the room on tables and the floor. This provides children with ample opportunities to engage in activities, which they select freely. As children arrive at the club they are warmly greeted by staff. They are eager to access the snack and catch up with their friends and staff. Though there is a range of healthy snacks planned for children during their time in the club, some unhealthy options are also offered. For example, biscuits are offered when children arrive from school, which impacts on children's understanding of why it is important to eat healthy foods. Children become independent in accessing the toilet areas and they let staff know when they need to do this. However, children's skills in becoming independent are not always fully maximised. For example, their snacks and drinks are prepared for them before they arrive at the club. Consequently, this sometimes lessens opportunities for children to develop their independence through serving themselves. There is a strong focus on physical activities where children access the school yard and grassed areas on a daily basis. A wide range of resources is made available by staff, which help children learn to negotiate the wide open space with ease and learn how to balance their bodies on various climbing equipment. For example, children have great fun riding round on scooters and bicycles. They practise their ball skills as they play football and play team games, such as skipping, as staff and friends turn the rope.

Effective communication between the club and other settings ensures continuity in children's care and learning and helps them settle and feel at home at the club. Staff liaise with the staff at the schools they collect children from, so they know what areas of learning they can focus on with children to help complement and further promote the learning they receive elsewhere.

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

Staff demonstrate a good understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. Therefore, children are kept safe. Robust recruitment systems are in place to ensure that all staff are suitable to care for children. Induction procedures ensure they develop a secure knowledge of their roles and responsibility within the club, becoming fully aware of health and safety requirements and

all policies and procedures. Staff's ongoing suitability is monitored through the manager carrying out annual appraisals. This gives the staff and manager an excellent opportunity to discuss any concerns about performance and any training and development needs in a formal meeting. The manager also monitors staff performance on a daily basis while she works alongside them, which results in any concerns about their performance being picked up quickly and addressed.

Visual risk assessments are conducted daily for the premises to ensure that any possible hazards are identified and minimised for children. Detailed written risk assessments support this as they identify potential risks to children and the steps taken to minimise them. These are reviewed every three months to ensure that they are still pertinent. Staff are well-deployed both inside and outside, which ensures that children are kept safe and supervised at all times. Staff observe and note children's achievements in an observation record, which enables them to plan a suitable range of challenging activities based on children's interests. The manager reviews the observation record to make sure it is being completed correctly. It is very evident that self-evaluation is used to inform priorities and set challenging targets. Staff constantly reflect on practice and make changes to improve. For example, the routine for going outside has recently been changed to make it a smooth and safe operation for staff to escort the children outside. Parents are asked to take part in surveys, particularly after the summer holidays, and their comments are taken on board to enhance practice. Staff take account of what children have to say informally through discussion; so that they can provide activities children would like to do. Recommendations from the previous inspection have been addressed well. For example, staff have developed their observation records to show how the next steps for children are planned more effectively.

Parents spoken to at the inspection were enthusiastic about the club and praised the staff about how well they manage the environment. They feel confident to raise any concerns with staff that they might have and feel that they are kept really well informed about what their children do there. Partnership working with other professionals and agencies is established and staff support children's needs to help them make progress.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	319186
Local authority	Newcastle
Inspection number	877036
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	150
Name of provider	Osforth Park Out Of School Club Limited
Date of previous inspection	23/04/2012
Telephone number	07941413728

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

