

Gosling Trust

c/o Goosewell Primary School, Furzehatt Villas, Plymouth, Devon, PL9 9HD

Inspection date	28/07/2014
Previous inspection date	23/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 develop good relationships with children and interact well with them. As a result, children make good progress in the setting.
- The staff provide child centred activities in response to children's interests and preferences. This motivates children to be interested and keen learners.
- Access to outdoor facilities enables children to develop their physical skills and benefit from fresh air.

It is not yet outstanding because

- The current recording system, linked to staff members rather than individual children, increases the risk of information not being passed between the breakfast and afternoon groups.
- Children's independence is not consistently promoted at mealtimes when for example staff routinely pour out drinks for children.

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 took spoke with parents and took account of their views.
- The inspector checked documents relating to the suitability and qualifications of staff.
- The inspector held discussions with a manager and staff.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector carried out a joint observation alongside a manager.

Inspector

Lynne Bowden

Full report

Information about 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. 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. There are currently 147 children on roll, 19 of whom are in the early years age range. The club also provides care for children up to 11 years old. There are 14 permanent members of staff working with the children, two hold appropriate qualifications at level 3 and five have level 2 qualifications. There is also a pool of four staff to cover absences.

What the setting needs to do to improve further

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

- streamline the communication and links between morning and afternoon sessions to promote continuity and consistency of care

- make consistent use of daily routines to promote children's independence.

Inspection judgements

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

The staff quickly seek information from children and their parents about individual children's likes and preferences. They use this information along with their own observations to provide a wide range of enjoyable activities and experiences which support and promote children's development and progress in all areas of learning. They have close links with the school, this enables them to share information about activities and children's achievements and work with the teacher to support children's progress and provide continuity of care and learning.

There is a good balance between adult and child led activities. Staff take note of children's interests and provide activities which link to them. For example their current interest being holidays, the role play area is set up as travel agents, with information available about different time zones around the world. This teaches children about time differences, when

people go travelling and enables them to act out scenarios. Staff encourage children to create their own passports and use a variety of tools and materials to make models of animals from other regions. Consequently they enjoy writing for a purpose and develop fine motor skills while designing and creating their models. Children practise their pencil control as they confidently label their work and show pride in their achievement. However, at some meals staff do not give children opportunities to develop and practise their independence by pouring out their own drinks.

While supervising children, the staff give them time and space to negotiate with their friends and develop games and scenarios together. This leads to children testing and developing ball skills as they identify targets and attempt to throw small balls through them. They develop confidence, strength and balance as they enjoy climbing and balancing on the climbing frame and slide.

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

The staff get to know children well and develop warm and caring relationships with them. This enables newcomers to quickly settle in, participate in activities and enjoy their time at the setting. More established children confidently mix with their friends, access and use the range of resources available. They are familiar with routines at the setting and confidently approach staff members to ask for support if they need it. The staff and older children present positive role models and treat each other and younger children with respect. This supports children in behaving well and feeling safe and secure. Children benefit from energetic play as they have daily access to the school grounds, including climbing frame and trim trail. Staff remind children of the importance of hand washing at appropriate times.

The setting provides nutritious breakfasts and light teas, taking account of any allergies or specific dietary needs. During school holidays children bring packed lunches in from home. Staff sit with the children at lunchtime and talk with them about the benefits of different foods, so that children learn about healthy diets. Children become familiar with the fire evacuation procedures through their participation in regular drills. They follow safety rules when in the school grounds and learn to assess risks as they use climbing equipment. Indoors they learn to handle tools such as scissors safely. These activities help children keep themselves and their friends safe. Children, who join the setting in the summer holidays before starting at the school, become familiar with the environment and some of the school staff in preparation for the new term.

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

Staff at the setting meet the safeguarding and welfare requirements well. All staff have had checks carried out regarding their suitability to work with children. Staff have a good understanding and awareness of safeguarding procedures and update this knowledge with regular training. The staff are conscientious about keeping the building secure and

controlling access. Risk assessments and checks on the premises and equipment ensure that they are safe. Sufficient staff have current first aid training to enable them to deal with any accidents appropriately. The setting keeps appropriate records of any accidents, first aid treatment given and medicines administered. Staff share this information with parents. Policies and procedures are available to parents and support good practice throughout the setting. Effective partnerships with the school enable the setting to provide consistent care. Parents value the range of activities that the setting provides for their children and feel that their children are settling in well and are well cared for.

The staff understand their responsibilities in meeting the learning and development requirements. They provide a range of good experiences to promote their progress, and work in partnership with the reception teacher. The staff work well together. Supervision and appraisal systems are available to support staff in their professional development, and to identify and address any difficulties or concerns. Staff meet regularly to evaluate the effectiveness of previous activities and plan future activities and provide consistency between the breakfast and after school provision, which do not share all the same staff. Because of these staffing arrangements the current recording systems, which are linked to staff members rather than individual children, increases the risk of information about a child not being passed between the breakfast and afternoon groups. There has been a recent change in management with the promotion of two existing staff to work as co-managers. They are reviewing existing procedures and along with the rest of the staff evaluating the effectiveness of the provision. This has enabled them to identify their strengths and some weaknesses and take steps towards simplifying some procedures to increase their effectiveness. This demonstrates their commitment to, and capacity for, continuous improvement.

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	EY243943
Local authority	Plymouth
Inspection number	843463
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	147
Name of provider	Gosling Trust
Date of previous inspection	23/06/2011
Telephone number	01752 482960 or 01752 484 360 (aft sch)

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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, 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.

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