

# Gomer Breakfast and After School Club

Gomer County Junior & Infant School, Pyrford Close, GOSPORT, Hampshire, PO12 2RP

<b>Inspection date</b>	23/10/2014
Previous inspection date	05/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children have formed firm friendships with others and older children enjoy including the younger children in their play. This encourages a positive sense of belonging for all children.
- All staff members are good role models and use consistent and clear boundaries for children, which ensure that they all enjoy a harmonious environment.
- Children's behaviour is very good. They understand the importance of being kind and considerate to each other, share and take turns during play. Praise and encouragement from staff ensures children feel secure and included.
- There are effective systems in place to identify the strengths and weaknesses of the provision to enable the setting to move forwards and sustain progress.

### It is not yet outstanding because

- Staff miss opportunities to incorporate resources and activities that encourage imagination and curiosity in the outside environment.

## 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 had a tour of the premises and invited the managing director to take part in a joint observation.
- The inspector discussed with the managing director and staff how the individual needs of each child are met to support them to learn effectively.
- The inspector observed children and staff engaged in activities.
- The inspector discussed the self-evaluation form and improvement plan.
- The inspector looked a range of documents, including some policies and procedures, risk assessments, and records for children and staff.

## Inspector

Jane Franks

## Full report

### Information about the setting

Gomer Breakfast and After-School Club registered in 2006. It is located in Gomer Infant and Junior School in Gosport, Hampshire and is part of Woodpeckers Childcare Ltd. The breakfast club operates Monday to Friday from 7.30am to 8.40am, and the after-school club operates Monday to Friday from 15.25pm to 5.45pm, during school time only. The club will alternate termly between the infant and junior school. All children share access to the school playground for outdoor play. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The numbers attending the out-of-school provision are variable. There are currently nine children on roll in the early years age range. Children come from the local and surrounding area. There are seven members of staff employed by the club, four of whom have childcare qualifications at Level 3 .

### What the setting needs to do to improve further

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

- increase the range of activities and resources available in the outdoor environment, to promote children's inquisitive and curious nature, and to motivate children to use their imagination.

### Inspection judgements

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

Staff support children well in the club environment. They collect children from their individual classrooms greeting them with enthusiasm. As a result, children chatter happily with their friends and staff as they make their way to the club. Children show a clear understanding of their routines, hanging up their coats and bags before engaging in the activities provided. Staff spend time getting to know children well. A range of useful information is gathered from parents before children begin at the club, regarding their abilities and interests. The information obtained helps staff to plan appropriate and worthwhile activities that interest the children. As a result, staff create a welcoming, interesting environment in which children choose what they would like to play with. This means children play purposefully and are motivated to learn.

Well-deployed staff spend their time chatting with the children as they engage in outdoor play. Children initiate their own play and particularly like being in the outdoor area in which they play team games, such as football. However, staff have not fully considered children who have a preference for outdoor play. Children's well-being is not as enhanced in the outdoor environment as it is inside, as there are fewer resources accessible to stimulate, motivate and challenge children to engage in activities. Nevertheless, overall,

there is a good balance between adult-led and child-initiated activities. This supports children to make independent choices about which activity to take part in and with whom they play. Throughout the club children are engaged, busy and make good use of their environment.

Staff become involved in the activities that children undertake, coming down to their level and supporting their growing ideas. For example, children concentrated as they independently discussed and designed their construction models. They showed pride in their achievements and enthusiastically shared what they had done with others. Children thoroughly enjoy engaging in opportunities to develop their creative skills. They designed their own Halloween faces, and engaged in painting and drawing. Children sit and chat together as they take part in activities, forming close, positive relationships. In addition, early years children interact well with older children and become involved in their play. Older children included younger children in their play and congratulated them when they successfully scored a goal. This helps to promote children's personal, social and emotional development.

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

The club is welcoming to children and parents. As a result, children build strong relationships with staff, who provide genuine warmth and affection. The adults frequently show interest in the children, listening attentively and swiftly helping to meet their personal needs. This approach enables newer children to feel safe and secure. Children confidently engage with each other, staff and visitors. They ask questions about the activities occurring that day and question why there is a visitor at the club. Children's ability to communicate with other children and adults helps them to be prepared for transitions in their life, such as changing teachers or moving classrooms. Parents report that they are very happy with the club's efficient communication methods. They comment very positively about the care their children receive and how quickly and easily children settle. Children tell their parents that they love attending the club.

Staff promote children's awareness of a healthy diet encouraging them to have a healthy and positive approach towards food. They set out a good variety of nutritious snack foods, such as breads, fruit and vegetables. Children talked confidently to their peers as they made their own sandwiches, promoting their independence and future life skills. Staff have high regard for children's safety. They supervise children well, in both the inside and outside environments. Staff enable children to learn effectively about how to keep themselves and others safe. They benefit from discussions around regular emergency drills about fire safety, so they are aware of what to do in such situations. Staff promote positive behaviour using consistent messages and gentle reminders. Consequently, children manage their own behaviour well and are very polite.

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

Management and staff are clear of their safeguarding responsibilities towards protecting children from harm. Staff clearly explain the signs and symptoms of child abuse and neglect and discuss how they would liaise with the appropriate agencies should they have concerns about a child in their care. All staff have received first-aid training and are vigilant about children's safety and supervise them well. This helps to promote children's welfare. Furthermore, children are safeguarded through the implementation of clear recruitment, vetting and induction procedures. Staff maintain thorough risk assessments, along with daily visual checks to ensure that any potential hazard is minimised. This helps to keep children safe and secure.

Management demonstrates a strong capacity to drive improvement having made several changes since the last inspection. For example, effective systems are now in place to monitor staff performance through regular supervision. Regular meetings take place and staff discuss day-to-day practice to enable them to identify potential gaps in the provision. This helps staff plan to secure appropriate interventions to support children's needs. All staff demonstrate a strong commitment to the continual development of the club. They welcome the ideas of children and parents, both formally and informally. For example, parent questionnaires are sent out to gain their views and opinions regularly. Parents feedback states that they find the staff very approachable and the information they provide very helpful.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY336746
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	843988
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Woodpeckers Childcare Ltd
<b>Date of previous inspection</b>	05/11/2008
<b>Telephone number</b>	02392 556892

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

