

Glo Worms

Twydall Primary School, Twydall Lane, GILLINGHAM, Kent, ME8 6JS

Inspection date	19/11/2014
Previous inspection date	06/07/2011

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff know the children extremely well. They are observant in managing and monitoring children as they play. They have a strong understanding of safeguarding and how to ensure children are protected from harm.
- Staff get to know children very well and use this knowledge to engage them in activities and conversations, linked to their interests, to develop communication skills.
- Children thoroughly enjoy their time at the club. They are well cared for and their emotional well-being is promoted effectively. As a result, they behave very well and feel safe and secure.
- The highly motivated manager and staff continually update their professional development by attending purposeful training courses. They incorporate what they learn into their practice skilfully to enhance children's experiences.
- Systems for self-evaluation are rigorous. The manager and staff regularly review and prioritise improvements to enhance children's care, learning and play further.

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 children in all areas of the after-school club.
- The inspector held discussions with the manager, staff and children.
- The inspector took views of parents, spoken to on the day, into account.
- The inspector looked at children's records, policies and procedures and records relating to the suitability of staff.

Inspector

Nicola Jones

Full report

Information about the setting

Glo Worms opened in 2011 and operates from Twydall Primary School. It is situated in the town of Gillingham, Kent and is privately owned. This after-school club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are 64 children on roll, of whom, 10 are in the early years age group. Children from local schools attend and arrive at the club in a 'walking bus'. The club opens at 7am until school starts and from 3pm to 6pm weekdays. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are four staff working with the children, of whom, three hold suitable qualifications to level 3.

What the setting needs to do to improve further

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

- enhance children's opportunities to develop their independence further, particularly at mealtimes.

Inspection judgements

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

The exceptionally committed manager and her team have created an outstanding provision for children. They strive to get to know the children very well so that they can meet the individual needs of all the children. Staff collect the children from school using a highly effective, and safely managed, 'walking bus'. Children are greeted personally by friendly staff who are pleased to see them. The key person talks to the class teachers when they take and collect children to exchange detailed information about the children's day at school and their ongoing learning. As a result, the activities at the club complement children's learning at school very well. This means children enjoy their time at the club as staff build on children's interests to further develop their skills in fun ways.

Staff deploy themselves effectively throughout the club so that all children are kept safe, while being supported in their learning experience. Children are actively involved in the exciting atmosphere because they are keen, active learners. Children have limitless opportunities to develop their physical skills through team games, which teach them exceptionally well to use space, control body movements and climb on equipment. Children choose their own play resources from a wide and varied selection of games and puzzles, and small-world play resources such as a dolls' house, cars and a garage. Children can easily choose their own resources for mark-making, painting and modelling from a 'creative trolley'. There is a cosy area with a wide selection of books. This promotes children's literacy very well and also enables them to take a rest in a quiet area after their

day at school while relaxing with a book. Staff act as excellent role models as they provide praise and encouragement throughout children's games. Children listen to each other with interest. Lots of laughter takes place showing that children are extremely happy and settled. Consequently, children develop their communication and listening skills very well. This is supported further during all areas of play, and at tea-time when staff join in animated conversations with the children about their day.

Staff support children's interests and ideas very effectively. For example, they ensure children are highly involved in the planning of flexible, exciting activities. Children have independent access to a wide range of interesting resources and play opportunities. Team games are a huge focus of the session and these help children to work together cooperatively. During the inspection, children enjoyed sitting in the quiet area and making models together. Staff motivate, support and encourage children extremely well through the well-planned play activities. The manager and staff assess children's learning and development extremely well. For example, they monitor the progress of children in the early years age group effectively. They use this information to identify any gaps in children's learning and discuss their findings with the school teachers, so they can work together to support children's ongoing development exceptionally well.

Parents are encouraged to contribute to their children's learning through daily discussions and sharing of information about their child's achievements and staff provide parents with significant opportunities to build on children's learning at home.

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

Relationships between children, staff and parents are extremely strong and established through a well-embedded key-person system. Staff welcome children and their parents enthusiastically to the club and children feel valued and cared for. Settling-in visits help children familiarise themselves with the club, other children and adults. As a result, children's self-esteem and confidence is promoted superbly to enable them to feel safe in this extremely supportive environment.

Staff work very closely with parents and teachers to promote a consistent approach and ensure continuity between home, school and the club. In addition, staff work closely with agencies who are involved in children's development. This means staff have an excellent awareness of any situations that may impact on children's well-being.

Children behave exceptionally well. Positive behaviour is encouraged extremely well through consistent praise and children's involvement in creating club rules. Children have an excellent understanding of acceptable behaviour and this approach creates a friendly environment in which children thrive. Children learn about keeping themselves safe very effectively. For example, they gain a very good understanding about road safety when they participate in the 'walking bus' on the journey from school. Also, children practise the fire evacuation procedures regularly to ensure they know what to do in an emergency. Children demonstrate that they are highly independent and are fully aware of the routine of the club. For example, when they arrive they fold up their high visibility jackets and

hang up their coat and belongings confidently.

Children's health is promoted extremely well. They enjoy hot food choices at teatime which are nutritious and prepared on the premises. Children are involved in collecting their meals to sit and eat at the table. However, children are not always encouraged to serve themselves to develop their independence skills further. All staff follow high levels of good hygiene practices. For example, all areas used by children are maintained to a high standard and children wash their hands automatically before eating. Children take part in a wide variety of physical activities to promote their healthy lifestyles. For example, they enjoy team games both outdoors and in a large hall indoors. This means children are exceptionally well prepared socially and physically to make progress in their future learning.

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

The leadership at this club is inspirational. This is due to the strong drive to continually improve and maintain high standards for children. The manager and staff team have an excellent understanding of their role and responsibility to meet the requirements of the Early Years Foundation Stage. The safety of children is given the highest priority and robust procedures and staff's significant understanding of safeguarding protect children. Staff have attended safeguarding training and have thorough understanding of what they should do if they have a concern about the welfare of a child in their care. All staff are clear about their role to protect children and how to minimise hazards, ensuring children are safe at all times. For example, risk assessments cover all areas to which children have access, and a good number of staff are trained in paediatric first aid. These practices promote children's ongoing safety and well-being.

Staff training is highly valued and they all attend courses to update and extend their knowledge and skills, for example, training in the importance of play, and in building relationships. As a result, they consistently improve their practice. This actively contributes to the staff's evaluation of day-to-day activities and their understanding of how these can be enhanced to benefit children's learning needs.

There are strong partnerships in place between staff, the schools children attend and parents. This ensures that any interventions needed are secure, and children receive the support they need. Children are involved in the monitoring process through discussions with staff, a suggestion book and questionnaires with their parents. These views are highly valued by staff and are used effectively to develop continuous improvement plans. Staff share a strong vision for the excellent care for the children. Staff work very closely with parents to find out about children's individual needs and interests. This all contributes to ensuring children's individual needs are exceptionally well met. As a result, children have lots of fun in a safe and secure environment.

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

Unique reference number	EY423655
Local authority	Medway Towns
Inspection number	845322
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	30
Number of children on roll	64
Name of provider	Gloria Jean Bowden
Date of previous inspection	06/07/2011
Telephone number	0796 308 2918

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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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