

# Goslings Out of School Club



Hollinhey Primary School, Bell Avenue, Sutton, MACCLESFIELD, Cheshire, SK11 0EE

<b>Inspection date</b>	19 January 2015
Previous inspection date	19 October 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children benefit from being cared for by a professional, friendly and caring staff team in a warm and welcoming environment. Consequently, children are settled and happy and thoroughly enjoy their time at the after-school club.
- Children are supported in making good progress in their development of key skills. They are encouraged to make independent choices from a wide range of experiences that provide a good level of challenge.
- Staff are sensitive and attentive to children's individual needs and know them well. This enables children to form secure emotional attachments.
- Staff demonstrate a secure understanding of safeguarding procedures and their responsibilities to keep children safe from harm. As a result, children demonstrate they feel safe and secure and their welfare is promoted well.
- Staff fully recognise the importance of working in partnership with parents and other providers. As a result, there is good continuity of care for children.
- Management is committed to ongoing improvement and the professional development of staff through attending further training. As a result, the staff team are knowledgeable about how children learn through play.

### It is not yet outstanding because:

- Staff do not always gather comprehensive information about children's achievements from parents and school staff so that they can use this to sharply focus planning to support children to make the best possible progress.

## What the setting needs to do to improve further

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

- develop further the good relationships with parents and school staff to ensure that information about children's achievements is shared and used to plan activities that successfully support them to achieve to the highest level.

### Inspection activities

- The inspector observed children's activities, both indoors and outdoors.
- The inspector held discussions with the manager and talked to children and staff throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector discussed the setting's self-evaluation and looked at a sample of policies and records relating to the children's welfare and health and safety.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Sharon Hennam-Dale

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children's engagement and participation in the club are supported well. Staff have a secure understanding of how children learn through play and provide a range of activities that build on children's interests. Children access a good range of resources independently, which enables them to make choices about what they would like to do. Staff interact positively with children as they explore and use a variety of materials to build a den. They use effective questioning to prompt children to think about how they can add a roof. As a result, children's problem solving and critical thinking is promoted well and children are developing the skills they require to learn effectively in school. Daily information is shared between key persons, parents and the school about which activities children enjoy. However these exchanges are not always sharply focused on gathering comprehensive information about children's achievements, so that the out-of-school club can support children to achieve to the highest level.

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

Children benefit from a welcoming and relaxed environment. They demonstrate that they feel safe and secure as they play freely in the setting. The warm and caring relationships between staff and children enable children to build secure emotional attachments and settle quickly. Children demonstrate good social skills as they play happily together, sharing and taking turns. In addition, they are encouraged to appreciate and respect differences and similarities through use of a range of toys and books. Behaviour is good as staff provide clear boundaries. They support children to take risks and keep themselves and others safe. As a result, children make good progress in their personal, social and emotional development and their confidence is promoted well. Staff encourage the development of a healthy lifestyle as they support children to follow good hygiene practices and provide regular access to outdoor play. Children demonstrate a good level of independence, serving themselves at snack time and pouring their own drinks.

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

The manager ensures safeguarding is given a high priority and all staff are aware of their responsibilities for the implementation of the requirements of the Early Years Foundation Stage. Staff attend and receive regular safeguarding training. They maintain all required documentation and implement effective policies and procedures to ensure they keep children safe. Recruitment and induction is robust and regular suitability checks are undertaken. There are systems in place for self-evaluation that take into account the views of parents. All staff are committed to improving the provision for children. They do this successfully through training, reflective practice and regular supervision sessions undertaken by the manager. Partnerships with parents and school staff are good and contribute to meeting children's care needs. Staff understand the importance of working closely with other professionals if children need additional support or help in their learning.

## Setting details

<b>Unique reference number</b>	EY391699
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	859381
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Shaun Michael Gosling
<b>Date of previous inspection</b>	19 October 2009
<b>Telephone number</b>	07958 530960

Goslings Out of School Club was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two clubs owned by the company, Goslings. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above and one member of staff is unqualified. The club opens from Monday to Friday. Sessions are from 7.45am to 9am and 3.10pm to 6pm term time only. The holiday club operates during school holidays from 7.45am to 6pm.

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