

# Gorsey Kids Club

Gorsefield Cp School, Robertson Street, Radcliffe, Manchester, M26 4DW



## Inspection date

26 January 2015

Previous inspection date

23 November 2011

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|--|-------------------------|-----------------------------|----------|
|  | Previous inspection:    | Satisfactory                | 3        |
| How well the early years provision meets the needs of the range of children who attend |                         | Requires improvement        | 3        |
| The contribution of the early years provision to the well-being of children            |                         | Requires improvement        | 3        |
| The effectiveness of the leadership and management of the early years provision        |                         | Requires improvement        | 3        |
| The setting <b>does not meet legal requirements for early years settings</b>           |                         |                             |          |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The management team do not assign a key person for early years children. This is a statutory requirement of the Early Years Foundation Stage.
- Planned activities do not always offer age-appropriate challenge to fully support children's emerging and developing skills.
- Staff do not always make best use of resources in the outdoor area. Therefore, opportunities for quality learning experiences in the outdoors are not consistently available to children.

### It has the following strengths

- Positive relationships have been formed between children and staff. Children invite staff to join in their play and children are settled in the club.
- Effective partnership working is in place with local schools. Staff talk with teaching staff to discuss planned activities in school. Staff in the club seek to complement this learning through activities offered at the club.
- There are a range of resources and planned activities available to children within the inside environment.
- Staff have knowledge of effective safeguarding practice and are aware of the authorities to contact should they be concerned about a child's welfare.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that each early years child is assigned a key person in order to ensure that care is tailored to meet individual needs, to help the child become familiar with the setting, to offer a settled relationship for the child and to build relationships with their parents.

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

- ensure that planned activities offer differentiation and sufficient challenge to fully engage all children at their varying ages and stages of development
- enhance the outdoor area by ensuring that resources support a range of learning opportunities, in order to consistently support children's learning in all areas.

## Inspection activities

- The inspector observed activities in the inside and outside environment.
- The inspector spoke with children, carers, staff and the owner during the inspection and took into account their views on the provision.
- The inspector undertook a joint observation with the deputy manager.
- The inspector looked at children's records, evidence of the suitability of adults working in the setting and a range of other documentation, including self-evaluation and risk assessments.

## Inspector

Elisia Lee

## Inspection findings

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

Overall, children's engagement and participation in the club is supported. Staff have a knowledge of the Early Years Foundation Stage. Activities support children's interests. Children are supported by staff using effective questioning. Staff play board games with children and ask them to identify different numbers on the dice. Staff have formed partnerships with teachers at school and plan activities, which complement learning at school. However, some planned activities do not always allow for differentiation to fully support the varying range of skills between younger and older children. This results in some younger children abandoning their ideas as resources do not support their needs and older children losing interest in some creative activities that are not challenging enough. As a result, the impact of teaching does not always have a positive effect on children's learning. Staff speak with parents on a daily basis and support children to complete school homework while at the club.

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

Staff create an environment which is relaxed and welcoming. Children have formed positive relationships with staff, which support children's confidence. However, younger children in the early years have not been assigned a key person to offer a consistency of care and support them with their needs. Children begin to understand personal safety by taking part in emergency evacuations. Children have opportunities to take part in exercise as they access outdoor play every day. However, resources are extremely limited and are not available to children at all times. This means that opportunities for learning in the outdoors are not consistently available for children. Children are provided with daily healthy snacks and juice. Children's independence is supported through using the bathroom and initiating their own play. Behaviour is good and children take care of one another and listen to requests from adults. Children are supported through times of change as staff collect younger children from school after the school day.

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

The staff have a reasonable understanding of how to support children in acquiring new skills, and an effective understanding of risk management. Risk assessments are undertaken and policies and procedures support children's health, safety and well-being. Staff have a knowledge of effective safeguarding practice. There are appropriate systems in place for selection and recruitment, and suitability checks have been undertaken on all staff. Self-evaluative practice is in place and staff seek the views of parents to further develop the service. Staff meet regularly to share practice and discuss activity ideas. Staff attend mandatory training to refresh their knowledge. Partnership working is in place with other providers who also provide care for children. Partnerships with parents are effective and carers are complimentary about the care children receive when attending the club.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY350925                 |
| <b>Local authority</b>             | Bury                     |
| <b>Inspection number</b>           | 820884                   |
| <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>  | 52                       |
| <b>Name of provider</b>            | Claire Louise Hulme      |
| <b>Date of previous inspection</b> | 23 November 2011         |
| <b>Telephone number</b>            | 07796 872 409            |

Gorsey Kids Club was registered in 2007. It operates from Gorsefield Primary School in Radcliffe, Manchester. It is privately owned. The club employs seven members of childcare staff. Of these, one member of staff holds Qualified Teacher Status, five members of staff hold appropriate qualifications at level 3 and one member of staff is unqualified. The club opens from 8am to 8.50am and from 3pm to 6pm Mondays to Fridays, term times only.

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