

# Mother Goose

Eastington Primary School, Churchend, Stonehouse, GL10 3SB



<b>Inspection date</b>	26 January 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- The new manager supports staff and children well. She attends training to develop her skills and knowledge to provide varied experiences for the children. Children are excited and keen to join in with activities.
- Staff join in with children's conversations. They ask questions and give children time to think and solve problems. All children are confident and articulate in their interactions with others.
- There are strong relationships with the school. The manager regularly exchanges information with the head teacher and others. Children receive consistent messages from staff in the club and teachers. They settle well and choose from a range of activities that complement their day in school.
- Children show care, respect and understanding for others. They learn about diversity through different activities and experiences. Children's behaviour is good.

### It is not yet outstanding because:

- At times, staff complete tasks that children can do for themselves, rather than encouraging them to be independent throughout the session.
- The manager gathers the views of parents and children through questionnaires, but does not always use their contributions as effectively as possible to inform the self-evaluation process.

## What the setting needs to do to improve further

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

- provide even more opportunities for children to manage tasks independently throughout the session
- further develop ways in which parents and children contribute to self-evaluations and support continuous improvements.

### Inspection activities

- The inspector observed the children's activities during the inspection.
- The inspector took into account the views of parents spoken to at the inspection and the views of other parents by looking at answers to questionnaires.
- The inspector sampled a range of documentation, including children's records and the club's written policies and procedures, including those for safeguarding.
- The inspector spoke with the staff and children at appropriate times during the inspection.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors the provision well. She uses regular appraisals and discussion to support staff and encourage training to develop their skills and knowledge. Staff know how to keep children safe. The manager and staff are clear about what to do in the event of any child protection concerns about a child. Safeguarding is effective. Overall, partnerships with parents are good. Staff keep them well informed about their children's time at the session.

### Quality of teaching, learning and assessment is good

Staff provide children with a good range of activities based on their interests. For example, children enjoy team games and regularly practise their physical skills by playing ball with their friends. Together, they negotiate the rules of the game and decide who will be on each team. Children use their imaginations well. For example, they play with small world figures, draw pictures and play card games with the staff. Some children explore and develop technology skills using equipment, such as games consoles, to complete activities or play games with others. The manager records what children do at the club to enable her to review the success of activities. She uses this information to help her and her staff plan more activities and experiences that meets children's changing needs, likes and interests.

### Personal development, behaviour and welfare are good

Children are happy and enjoy their time at the club. Staff remind the children to take care and remember the rules, offering support when they get upset. For example, they talk sensitively to children when they do not like being 'out' in team games. Children show kindness to each other and an understanding of fairness. For example, older children make sure younger children get the chance to throw the ball and praise their efforts. Children show good self-esteem and confidence. Children learn about health and hygiene. For example, they understand why they should clean their hands before eating snacks. Staff supervise children well and keep them safe. For example, they remind them to sit on the benches rather than on the windowsills as they wait for the game to finish.

## Setting details

<b>Unique reference number</b>	EY476173
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	973049
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	4
<b>Name of provider</b>	Rebecca Ann Pegler
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07854 165418

Mother Goose registered in 2014. It is an out-of-school provision and operates from a group room, hall and school grounds of Eastington Primary School on the edge of the village of Eastington, Gloucestershire. The club operates on weekdays during school terms from 7.40am to 8.40am and from 3.15pm to 5.15pm. The club employs two members of staff, one of whom holds an appropriate early years qualification.

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