

# Simply Out of School Garston

Garston Urban Village Hall, 70 Banks Road, LIVERPOOL, L19 8JZ

## Inspection date

21 April 2016

Previous inspection date

4 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Children are motivated and engaged in activities as they make independent choices about their play. Children play well together and younger children join in group discussions. This helps develop children's social skills and increases their confidence and self-esteem.
- There are good relationships between parents, staff and children. Parents are very positive about the staff and the club facilities. They state that it has a friendly atmosphere and staff have good bonds with their children. This helps support children's emotional well-being and they enjoy their time at the club.
- The staff have positive attitudes and are very committed to delivering a high quality, fun, exciting service. They accurately identify their strengths and areas for future improvement to support children's individual needs.
- Staff have strong connections with people in their community. They take part in local promotion campaigns, such as children being active and healthy through riding bicycles to school. Combining this with healthy snacks and continual access to the outdoors helps promote the importance of children leading a healthy lifestyle.

### It is not yet outstanding because:

- The current arrangements for exchanging information with all schools that children attend are not fully effective to complement future learning.
- Although, overall the quality of teaching is good and staff interact well with children. Monitoring procedures for staff performance are not fully focused on giving regular feedback to staff to further enhance the quality of their practice.

## What the setting needs to do to improve further

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

- extend partnerships with all schools that children attend and share information that complements their future learning experiences
- sharpen the focus of the monitoring procedures for staff performance and further enhance the already good quality of practice and interactions.

### Inspection activities

- The inspector observed the quality of interactions during activities indoors and outdoors, and assessed the impact this has on children's enjoyment.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the club.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to children during the inspection at appropriate times and took account of their views.

### Inspector

Kellie Lever

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team follows safe recruitment and vetting procedures to help ensure all staff are suitable to care for children. Furthermore, staff are knowledgeable about the procedures to follow if they have concerns about children and thorough risk assessments are carried out. This contributes to children being safe in the club at all times. Staff have regular supervisions to share information and to generally, assess the quality of care and experiences that are offered to children. Staff attend regular training that helps increase their knowledge and continually refreshes their skills. This also supports staff to meet children's individual needs.

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

Children eagerly arrive at the club and confidently talk about their day at school. They explore their play environment and enjoy the wide range of resources that cover all areas of learning. Staff observe young children in their play and plan a wide range of activities. This helps children to expand on their interests and supports their developing skills and their next stages of learning. Children join in team games, run around and kick balls. They make marks on walls using a variety of tools, such as water sprays and chinks. This helps build on children's teamwork skills, creativity and physical development. Staff are experienced and well qualified. They give children time to play quietly by themselves and observe from afar. Equally, staff know when to join in their play. They have conversations with children, giving them time to express their ideas and thoughts. Staff introduce children to new words and provide them with additional facts. For example, they make them aware of the Titanic and describe the differences in rock sand. This helps extend children's knowledge and supports their communication and language skills.

### Personal development, behaviour and welfare are good

Staff create a safe, welcoming and stimulating environment for children to play in after their day at school. Children play and work together cooperatively on tasks. For example, children create a ship. Together they discuss ideas and use different materials to create items, such as flags. They show good social skills and discussions help to extend their imagination. Staff acknowledge positive behaviour, various systems are in place for rewards and children contribute to making club rules. This helps them to understand the rules and what behaviour is expected of them. Staff respect children and their opinions are valued greatly. Children of all ages are enthusiastic to share their views and they proudly explain that staff support them to have fun. Children are aware of familiar people who carry out different jobs, such as the local lollypop person. They have regular chats with community police officers. This helps extend children's knowledge of their local surroundings and the community in which they live.

## Setting details

<b>Unique reference number</b>	EY445487
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1041500
<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 - 10
<b>Total number of places</b>	32
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Fataha Begum
<b>Date of previous inspection</b>	4 July 2013
<b>Telephone number</b>	01514942405

Simply Out of School Garston was registered in 2012. It operates from Garston Urban Village Hall, Liverpool. The club employs five members of childcare staff. All of whom hold appropriate early years qualifications between level 2 and level 6. The club opens Monday to Friday for 48 weeks of the year. Sessions during term time are from 8am to 9am and 3.15pm to 6pm. The holiday club runs from 8am to 6pm.

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