

Godinton After School Club

Godinton CP School, Lockholt Close, Ashford, Kent, TN23 3JR



Inspection date

5 July 2016

Previous inspection date

23 January 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Requires Improvement | 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

- Leaders have made worthwhile improvements since the previous inspection. They now monitor staff practice effectively. For instance, they have regular meetings with staff and the manager observes their practice.
- Children receive consistently clear messages from staff about personal safety and they learn to keep themselves safe. For example, staff practise regular emergency procedures with them.
- Children enjoy the club activities and get on well together.
- Leaders now use the views of parents, children, and other professionals to evaluate the club's service. They identify areas of weakness well and set suitable targets for improvement. This has helped to lift the quality of the provision and has improved children's experiences.
- Staff complete thorough risk assessments of the club environment. These help children to play in safe surroundings.

It is not yet outstanding because:

- Staff do not form highly successful links with all other settings that children attend to support their individual needs as well as possible when they start at the club.
- Staff do not make the most of opportunities to help children value diversity and their different home languages.

What the setting needs to do to improve further

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

- extend links with all other settings that children attend to support their individual needs as effectively as possible
- take every opportunity for children to learn about each other's differences and people's diversity.

Inspection activities

- The inspector held a meeting with the provider and manager.
- The inspector observed the activities available for children, and their interest and involvement in these.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children, parents and staff.
- The inspector viewed a range of documentation including staff's suitability checks and qualifications.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the signs that may cause them concern about a child's welfare and the processes to follow to report these. Leaders have secure recruitment processes. They conduct interviews, seek references and complete relevant suitability checks for staff. These help to keep children safe from harm. Staff undertake professional development and make changes to their practice as a result. For example, they have increased their knowledge and skills about interacting with children during their play. Staff share regular information with parents to help provide a consistent approach in meeting children's individual needs. For instance, they have daily discussions and talk about what the children have enjoyed.

Quality of teaching, learning and assessment is good

Children are happy and confident as they arrive at the club. They introduce their friends and interact positively with each other when talking about their experiences elsewhere. Staff respond well and engage children in conversations. For instance, they talk about special trips and how they are progressing at school. Children freely choose what they would like to do and quickly become absorbed in the range of interesting activities that staff plan. For example, they colour pictures and cut card for stained-glass windows. These experiences help to keep children well motivated and purposefully engaged. Staff encourage children's confidence well. For example, they display children's work when they have finished their pictures.

Personal development, behaviour and welfare are good

Staff are good role models and develop positive relationships with the children. For instance, they join team games, explaining the rules and taking turns. Staff aid children's understanding of healthy lifestyles effectively. They provide children with daily opportunities to be physically active, such as outside games, use of large physical play equipment and visits to the woodland area. Staff offer children healthy options at mealtimes and explain why they should not eat too much of certain items, such as chocolate. Children behave well. Staff provide clear guidance to help them manage their own behaviour. They talk to them about their actions and use consistent ways to encourage positive behaviour. Staff support children's emotional well-being effectively and build their self-esteem well.

Setting details

| | |
|--|---|
| Unique reference number | EY332739 |
| Local authority | Kent |
| Inspection number | 1054502 |
| Type of provision | Out of school provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 4 - 8 |
| Total number of places | 24 |
| Number of children on roll | 24 |
| Name of registered person | Godinton Community After School Club Ltd |
| Registered person unique reference number | RP526997 |
| Date of previous inspection | 23 January 2015 |
| Telephone number | 07746 408635 |

Godinton After School Club registered in 2007. It is located in the grounds of Godinton Primary School in Ashford, Kent. The club is open each weekday during school terms, from 3.15pm to 6pm. It runs for two weeks in the summer holidays from 8.30am to 5.30pm on weekdays. There are four staff employed, of whom three hold appropriate early years qualifications.

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