

Gosforth Park Out of School Club

Gosforth Park First School, Broadway East, Newcastle Upon Tyne, NE3 5JQ



Inspection date

9 December 2016

Previous inspection date

6 March 2014

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

- Self-evaluation systems are detailed and the management team recognises priorities for future development. The management team strives for continuous improvement and considers the views of others in this process. For example, parents complete questionnaires and surveys to share their opinions and suggestions.
- Staff continue to deliver the learning and development requirements of the early years foundation stage. This helps to maintain good practice and to ensure all children are progressing well.
- Children are actively encouraged to lead their own play and learning. They respond well to good levels of support and guidance from staff when required.
- Staff promote children's emotional well-being effectively. They implement a key-person system to help children to form strong relationships with staff and their peers.

It is not yet outstanding because:

- Although staff liaise with some school teachers, they do not always gather sufficient information to enable them to fully establish a consistent and complementary approach to children's learning.
- Systems for monitoring staff practice are not yet highly focused on strengthening the good quality of interactions even further.

What the setting needs to do to improve further

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

- enhance information sharing with teachers from local primary schools to fully complement children's learning
- strengthen systems for the monitoring of staff practice to help raise the quality of interactions to an even higher level.

Inspection activities

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with one of the senior managers.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting. She also held discussions with the directors of the company.
- The inspector carried out an interview with the senior managers and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of the categories of abuse and neglect. They are fully aware of what procedures to follow if they have any concerns about children's welfare. In addition, staff continually reinforce boundaries to children and visually check the environment to ensure this is safe and secure at all times. They are well deployed and children are supervised effectively throughout the session. The management team and staff attend relevant training and receive relevant guidance documents. This helps to support them to keep up to date with changes to legislation and statutory requirements. Staff are encouraged to complete higher-level qualifications and are involved in supervision sessions and appraisals to further their professional development.

Quality of teaching, learning and assessment is good

Staff have established positive relationships with parents who are kept well informed on a daily basis. Settling-in procedures are effective and staff gain details from parents about children's interests on entry to the setting. This helps to support children from the outset of their placement. Children continually show engagement and focus as they participate in a wide selection of interesting and age-appropriate experiences. For instance, children of all ages thoroughly enjoy working together to make and decorate a Christmas tree using a variety of craft materials and resources. They make different marks, talk about their creations and develop their early writing skills. Staff provide numerous opportunities for children to be creative and express their own ideas. In addition, children develop their imaginative skills as they take part in role play and act out their own stories. Children's communication and language development are successfully promoted. Staff engage them in meaningful discussions and ask effective questions to extend their thinking skills. Children explore a selection of festivals and learn about different cultures, traditions and beliefs. This helps to extend their understanding of the wider world.

Personal development, behaviour and welfare are good

Children understand the daily routines and clearly feel comfortable and relaxed in their surroundings. Staff have a good knowledge of how to manage children's behaviour. For example, they support children to think about compromise and to find solutions to resolve any minor conflicts. Furthermore, children help to devise their own rules for the setting, so are fully aware of the expectations. Staff use frequent praise and support children to be proud of their own achievements and accomplishments. Staff encourage children to make their own choices and decisions and to take ownership, helping to support their independence. Children take responsibility and help to complete small tasks, such as pouring their own drinks and clearing away their dishes at snack time. Staff recognise the importance of providing children with activities to develop their physical skills and to enable them to be active. Children follow clear hygiene practices and are offered a selection of healthy snacks. Staff have a good awareness of children's allergies and dietary requirements to ensure their individual needs are met.

Setting details

Unique reference number	319186
Local authority	Newcastle
Inspection number	1060910
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 - 12
Total number of places	110
Number of children on roll	367
Name of registered person	Gosforth Park Out of School Club Ltd
Registered person unique reference number	RP905830
Date of previous inspection	6 March 2014
Telephone number	07941413728

Gosforth Park Out of School Club was registered in 1998. The setting employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 8am until 9am and from 3pm until 6pm, during school term time. It is also open Monday to Friday, from 8am until 6pm, during school holidays, except for bank holidays and Christmas.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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