

Goslings Out of School Club



Hollinhey Primary School, Bell Avenue, Sutton, MACCLESFIELD, Cheshire, SK11 0EE

Inspection date	20 April 2017
Previous inspection date	19 January 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is inadequate

- The provider has failed to notify Ofsted that a new manager has been appointed.
- There are gaps in practitioners' knowledge and understanding of safeguarding procedures.
- The provider does not make rigorous enough checks of the suitability of practitioners to work with children.
- Practitioners are not given the support and training they need to develop their professional skills, knowledge and effectiveness in meeting the needs of younger children.
- Practitioners do not check that resources are presented in an inviting way to encourage children to participate in the widest range of activities.
- Plans to improve the provision are not clear enough to raise quality to a higher level.

It has the following strengths

- Practitioners and parents share important information when children are admitted to the club. Practitioners know which children have allergies to certain foods and carefully check the information when they serve food and drink.
- There is plenty of space indoors and outdoors for children to play and explore.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve knowledge and understanding of what must be notified to Ofsted 	05/05/2017
<ul style="list-style-type: none"> ■ ensure that practitioners have an effective understanding of more-recent changes to legal requirements in the safeguarding policy 	05/05/2017
<ul style="list-style-type: none"> ■ acquire knowledge and understanding of the disqualification requirements 	05/05/2017
<ul style="list-style-type: none"> ■ implement an effective system for supervising practitioners that promotes continuous improvement in the quality of care they provide to individual younger children. 	05/05/2017

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

- offer children rich opportunities to explore a wide range of resources and activities tailored to their interests
- evaluate the provision more thoroughly and identify weaknesses and plan actions that drive rapid improvement.

Inspection activities

- The inspector observed the quality of interactions during activities indoors and outdoors. She assessed the impact these have on children's well-being.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed two joint observations with the club manager.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of practitioners working in the club.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Susan King

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. The provider has not informed Ofsted that the manager of the out-of-school club has changed. He also does not check that practitioners know about and understand changes to legal requirements and the safeguarding policy. Consequently, practitioners are not sufficiently aware of their responsibilities with regard to child protection. The provider does not establish robust procedures to check that practitioners are, and remain, permitted to work with children. Nevertheless, managers and practitioners know some of the signs that indicate a child may be at risk of abuse or neglect. They know who to contact and can demonstrate an intention to take appropriate action. Practitioners attend mandatory training. However, arrangements for supervision do not identify practitioners' strengths and weaknesses and they do not know what they must do to meet the needs of younger children. Plans for their ongoing professional development and training are not effective. They do not lead to continuous improvement in practitioners' skills and knowledge and systems for self-evaluation do not help the setting improve quickly enough.

Quality of teaching, learning and assessment requires improvement

Although some activities are ready for the children when they arrive, the quality of what is offered is not regularly checked. For example, toys and equipment are jumbled and uninviting. Books and other items are stored out of sight. Nevertheless, children are eager to attend the club. They enthusiastically make paper darts and find out which one flies furthest. This helps to consolidate and extend their learning about comparative distances. Children play imaginatively. They pretend their paper darts are spaceships and enthusiastically build a petrol station for them out of small connecting bricks. Children have plentiful opportunities to speak and listen as they develop games and ideas. For example, children work together to build dens.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a significant negative impact on children's welfare. Practitioners do not observe children closely enough to ensure that they meet their individual needs within the bigger group. Well-established policies and procedures help to keep children safe. For example, practitioners carefully check the outdoor area before children go outside to play. Arrangements for administering medicines are robust. Parents and practitioners in the club and school work together well to make sure that medication is administered as required across the day. Children play energetically for extended periods in the fresh air and this helps to promote their physical well-being.

Setting details

Unique reference number	EY391699
Local authority	Cheshire East
Inspection number	1093814
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 - 11
Total number of places	35
Number of children on roll	12
Name of registered person	Shaun Michael Gosling
Registered person unique reference number	RP905461
Date of previous inspection	19 January 2015
Telephone number	07707 790110

Goslings Out of School Club was registered in 2009. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens from Monday to Friday all year round. Out-of-school club sessions are from 7.45am until 9am and 3.10pm until 6pm. Holiday club sessions are from 8am until 6pm.

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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