

Fit For Sport At Gifford Primary School

Gifford Primary School, Greenhill Gardens, Northolt, UB5 6BU



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|--------------------------|----------------|
| Inspection date | 19 April 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | 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 manager has a good understanding of his role and responsibilities. He has established effective systems to monitor the quality of the provision to benefit children and their families.
- The manager builds close partnerships with the host school that children attend to help support their all-round care and development.
- Staff engage with the children well. They are warm and attentive to children's play ideas and interests. Children are happy and spend their time purposefully at the club.
- Children are independent and active. They make decisions in their play and manage their personal needs. All children are keen to show what they know and can already do.
- Staff have high regard to children's physical health and well-being. For example, they check the premises to minimise hazards to children. Staff ensure children are dressed appropriately and encourage them to drink plenty of water when playing outside during hot weather.

It is not yet outstanding because:

- At times, some staff lack confidence in dealing with children's minor conflicts and helping them to find ways of resolving them.
- Although staff form positive partnerships with parents, they do not consistently share information with parents about their children's care and development. This does not keep parents well-informed as effectively as possible.

What the setting needs to do to improve further

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

- support staff to develop their confidence to deal with children's minor conflicts and problem-solving skills more effectively
- increase ways of sharing information with parents to establish a more consistent approach to benefit children's all-round care and development.

Inspection activities

- The inspector observed children's play, indoors and outdoors. She spoke to staff and interacted with children at appropriate times.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, including the club's safeguarding procedures, staff suitability records and children's records.
- The inspector held a meeting with the manager to discuss how he evaluates the quality of the provision and targets areas for improvement. She looked at the club's self-evaluation document.
- The inspector invited the manager to evaluate an activity.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management is good

The manager follows effective systems for recruitment and induction, to help ensure staff are suitable for their roles. He offers staff regular supervision and training opportunities to improve their practice and skills. For example, staff have completed training to raise their awareness of how to protect children from harm. Safeguarding is effective. The manager and staff have a sound understanding of child protection issues. They know what to do should they have any concerns about a child to protect their welfare. The manager seeks the views of parents and children to help evaluate the quality of the provision rigorously. For example, following a review, the manager has introduced a variety of activities to engage and motivate children to play more effectively. In addition, he has changed the meal routines, which has further increased children's enjoyment at the club.

Quality of teaching, learning and assessment is good

Staff make good use of what they know about children's interests to help them prepare a variety of interesting activities. Children arrive motivated to play and settle quickly at the club. For example, younger and older children test their concentration and agility as they stack up small building blocks during play. Others enjoy moving and dancing as they take part in a group activity. Children are good at setting challenges for themselves. For instance, younger children practise their skills as they observe the numerals on a clock. They have fun counting and guessing the time, and one of them says, 'it is 5.40 and my daddy will come soon', to show what they know. Staff use effective ways to gain children's attention. For example, they clap their hands rhythmically, which children respond to very well. Children clap their hands as enthusiastically as the adults to show they are ready to listen. Overall, children have a positive disposition to gaining new skills.

Personal development, behaviour and welfare are good

Children form close relationships with their friends and staff. Younger and older children enjoy playing collaboratively together. For example, they have a great time bouncing, throwing and catching balls in small groups. They take turns and encourage each other enthusiastically, which supports their self-confidence. Staff make good use of this opportunity to introduce other games to add enjoyment to children's play. For example, they challenge children to move in different ways to enhance their physical skills. Children practise their jumping, running and balancing skills successfully. Children behave well. They are kind and show good manners. For instance, when a young child becomes very tired from play they ask one of the older children, 'can I have some water, please?' knowing that they will receive a positive response. Children show care and concern for each other. Staff work effectively as a team. For example, they use a walkie-talkie to communicate with each other, which helps them to supervise children well.

Setting details

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| Unique reference number | EY494645 |
| Local authority | Ealing |
| Inspection number | 1031968 |
| 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 | 40 |
| Number of children on roll | 7 |
| Name of registered person | Fit For Sport Limited |
| Registered person unique reference number | RP901369 |
| Date of previous inspection | Not applicable |
| Telephone number | 02087424993 |

Fit For Sport At Gifford Primary School registered in 2015. It is located in the London Borough of Ealing. The after-school club runs from 3.05pm until 5.45pm from Monday to Friday, during term time only. There are seven staff members, including the manager who holds a sports-related qualification at level 6. The rest of the staff members hold relevant qualifications from level 2 to level 3.

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