

# Gomersal Out Of School Club

Gomersal Primary School, Oxford Road, Cleckheaton BD19 4PX



## Inspection date

7 November 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 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

### The provision is good

- Two of the owners, one of whom is the manager, work in the club and, therefore, directly lead the committed and well-qualified staff team. They actively oversee what happens in the club and the planning for improvements.
- Staff provide a broad range of resources and activities in a friendly environment. Many of these arise from children's ideas and suggestions which are gained, for instance, through regular meetings with children.
- Staff keep insightful records of children's time at the club. They use these to work in close partnership with Reception staff to support children's transitions through a consistent approach.
- Staff exchange important information with parents to help children to settle in. They get to know children well and effectively meet their individual needs, such as any specific dietary requirements. Effective communication continues, thereafter.
- Staff work well together and teach children to respect one another and value and appreciate each other's differences.
- Staff effectively promote children's physical well-being.

### It is not yet outstanding because:

- Staff organise indoor physical activities, but they do not consistently take into account the disruption caused to children engaging in more sedate activities.
- Staff do not consistently reinforce children's social skills and understanding of the club's rules to the highest level during some routines, such as the large group tea.

## What the setting needs to do to improve further

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

- optimise children's ability to focus and concentrate when planning indoor activities
- consistently reinforce children's social skills and understanding of the club's rules to the highest level.

### Inspection activities

- The inspector observed activities indoors and outdoors and the interactions between staff and children.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager, who is also one of the owners of the club.
- The inspector held a meeting with the manager and the other owner who also works in the club. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Rachel Ayo

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. There is rigorous recruitment, vetting and induction of staff. This ensures that they are suitable and have a good knowledge of their roles and responsibilities. Staff provide good-quality care and a safe environment. Staff can identify possible signs of abuse or neglect and know how to report concerns of this nature. This is because they receive regular training and keep abreast of changes. Staff share their ideas for improvement within regular meetings with management. Areas for development are loosely planned for and evaluated. As part of this, there is informal observation and monitoring of staff's practice, to identify further training, such as that related to supporting children's language. Management works closely with the local authority, acting as mentor to other settings. Parents provide very complimentary feedback about the club. They comment on the wonderful staff and wide range of activities, the good communication and staff's commitment to meeting their children's individual needs.

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

Staff's qualifications and strong knowledge of early years practice, including that of the designated early years coordinator, have a positive impact on their practice overall. Staff undertake observations of children, reflected in each child's learning journal, which they encourage children and parents to comment on. Staff also share these with Reception teachers, for instance, through meetings where staff access planning and children's learning information. This enables staff to contribute to children's achievements, support gaps in children's learning and successfully complement provision at school. Staff help children to choose what they want to play with. For example, as well as staff setting out resources, they store others at child height in labelled linen toy boxes. Children are eager to engage in activities, have a positive disposition and enjoy staff's enthusiastic and good-quality interactions. Children focus well in most respects. They delight in drawing, and talk confidently about their pictures with staff and one another. Staff use other early literacy activities, such as threading letter beads, to help to consolidate skills required for successful future learning.

### Personal development, behaviour and welfare are good

Children develop a strong sense of belonging and a sense of security. They develop positive relationships with staff during their transition to the club, which staff effectively manage through the good key-person system. Parents receive good-quality information about the club, for instance, through displays, notices and newsletters. Children are clearly at ease in the club and readily approach the kind, caring and helpful staff. Children enter in a well-behaved manner. They sit down and wash their hands in readiness for tea. This is initially a calm and sociable occasion where children choose from healthy food items. Children enjoy taking part in activities together and are very sociable as they play. They readily share resources with their friends and play collaboratively. Staff celebrate diversity with children in many ways. For example, children learn about different festivals and create self-portraits to demonstrate their own uniqueness, reflected in an 'All about me' display.

## Setting details

<b>Unique reference number</b>	EY500358
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10076634
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	35
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Little Gems Childcare Limited
<b>Registered person unique reference number</b>	RP526333
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07775834111

Gomersal Out of School Club re-registered in 2016 due to a change of premises. The club employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications; one is at level 2, five are at level 3 and one is at level 6. The club opens from Monday to Friday, term time only. Sessions are from 7.15am until 8.45am and from 3.15pm until 6pm.

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