

Godinton After School Club

Godinton Cp School, Lockholt Close, ASHFORD, Kent TN23 3JR



Inspection date	28 March 2019
Previous inspection date	5 July 2016

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

This provision is good

- Staff provide a happy and stimulating environment for the children. They welcome children by name and are interested in their news.
- Children enjoy making the most of the extensive outdoor facilities. For example, they use the large outdoor area to run and play football.
- Staff have formed strong links with the school that the children attend. For example, the manager collects the younger children from their classrooms. She takes this opportunity to gather relevant information from school staff to support children's individual needs.
- Children who would rather play indoors have access to a wide range of stimulating games and activities.
- Staff make sure that they know where children are and keep them safe in the large outdoor area.
- The leadership team does not fully reflect on staff's practice to raise the quality of interactions with children to the highest level.
- Staff do not fully support children's independence during everyday routines and in adult-led activities.

What the setting needs to do to improve further

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

- enhance the monitoring of staff practice to raise the quality of interactions with children to the highest level
- support children to become more independent during everyday routines and when engaged in adult-led activities.

Inspection activities

- The inspector had a tour of the setting with the manager, including accompanying her as she collected children from school.
- The inspector viewed a range of documentation.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to children and staff.
- The inspector met with the manager and with members of the governing body.
- The inspector took account of the views of parents.

Inspector

Terrie Simpson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff undertake regular safeguarding training which supports their good knowledge of signs that a child might be at risk of abuse. There are systems in place to keep children safe when playing in the large outdoor area, which are understood well by staff and children. For example, children know that they need to wear high-visibility jackets so that the staff can see them at all times. Recruitment and induction processes are robust. Leaders and managers ensure staff keep up to date with all statutory training. For example, there is a well-organised training plan for all staff. Processes are in place for staff to have regular supervision. The manager and her staff work closely with the primary school, which all the children attend.

Quality of teaching, learning and assessment is good

Staff create a stimulating and well-equipped environment for the children. For instance, indoors there are opportunities for children to role play, build, be creative and rest. Staff know the children well and provide resources that help them to develop their interests. For instance, children's fascination with den building is supported, as staff provide fabric and blankets for the children to use both indoors and out. Staff plan interesting activities for the children which help to involve the parents. For example, they invite parents in to share cultural celebrations and foods. Children are supported to be involved in the planning of activities, they approach staff confidently with their ideas and are listened to with respect. Children enjoy exploring the outdoors. For example, they search for bugs with the staff and have regular opportunities to play in the wooded area.

Personal development, behaviour and welfare are good

Children come into the provision excited to see their friends and are greeted affectionately by the staff. They behave very well, and their friendly behaviour shows that they feel safe. Staff support the children's understanding of how to keep themselves healthy. For instance, they prepare healthy snacks for the children on their arrival and remind them to wash their hands before they eat. Children's self-esteem is supported by staff, such as through providing regular opportunities for them to share their important events and achievements with their friends. Parents are welcomed as they come into the setting, and staff ensure that they take the time to share with them their children's interests and activities.

Setting details

Unique reference number	EY332739
Local authority	Kent
Inspection number	10073656
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	24
Number of children on roll	69
Name of registered person	Godinton Community After School Club Ltd
Registered person unique reference number	RP526997
Date of previous inspection	5 July 2016
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 term time, from 3.15pm to 6pm. It runs for two weeks in the summer holidays, from 8.30am to 5.30pm on weekdays. Five staff are employed, of whom four hold appropriate early years qualifications.

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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