

Gorsey Kids Club

Gorsefield Cp School, Robertson Street, Radcliffe, Manchester M26 4DW



Inspection date	25 June 2019
Previous inspection date	24 May 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

- Partnerships with parents are good. Parents speak positively about the setting. They praise how well the staff know the children, how quickly children settle in, and how much their children love attending.
- The manager actively seeks the views of staff, parents and children to evaluate the quality of the provision. The information is used to continually improve the standards of care and the experiences offered to children.
- The provider has acted on the recommendations from the last inspection, and continues to maintain the good quality of the setting. For example, children have more opportunities to demonstrate their independence by preparing their own snacks and selecting how they would like to take part in the activities on offer.
- Staff work closely with teachers from the school. They gather information to good effect and use this to provide a wide range of activities and experiences.
- Partnerships with the school are very collaborative. For instance, children's behaviour is supported in a consistent manner that children are familiar with. The atmosphere is relaxed and children play harmoniously.
- Children of all ages really enjoy their time at the setting, frequently expressing their desire to stay longer. They are familiar with the resources on offer and take part in a broad variety of compelling activities.
- The manager holds regular supervision sessions with the staff team. However, she does not focus enough on the quality of interactions with children in order to further complement their learning at school.

What the setting needs to do to improve further

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

- strengthen the existing supervision arrangements to provide a sharper focus on enhancing the quality of interactions to further complement children's current learning.

Inspection activities

- The inspector observed children engaged in a range of activities indoors and outside, and assessed the impact they have on children's enjoyment of the setting.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector spoke to a number of parents to obtain their views about the setting.
- The inspector viewed a range of documentation, including evidence of staff suitability, policies and procedures.

Inspector

Richard Sutcliffe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good knowledge of the procedures to follow and who to contact in the event of a safeguarding concern about a child. They are alert to possible indicators of abuse. The manager discusses safeguarding case studies with staff to embed their knowledge and apply it in real-life situations. Staff are proactive in sharing ideas for how to attract children's interest in activities. Since the last inspection, the manager has secured a move to the current premises which are warm, light and spacious. This provides children with a safe and welcoming environment in which to enjoy their time. Overall, staff receive ongoing support from the manager. They receive regular team meetings, appraisals and training to help develop their skills. Staff are well qualified.

Quality of teaching, learning and assessment is good

The setting complements the education that children receive in school. Staff plan activities based on current topics in the school, which attracts children's interest. Children's creative skills are promoted. For example, they choose to write about, draw, or make models of pirate ships from a range of craft materials, while others make model boats from blocks. Children are actively engaged in activities and talk enthusiastically about how they plan to complete their designs, and are proud of the final outcome. Staff know the children well and support them in an enjoyable way. Younger children are encouraged to persevere with activities, which supports their resilience in learning. Children are interested in the activities on offer and concentrate for extended periods of time to complete the tasks they work on. Staff support children's ongoing literacy development. For instance, they offer lots of opportunities to continue developing early writing skills, reminding children how to form letters and write their names. Children benefit from opportunities to play outside on the school field in a variety of games, which supports their ongoing physical development.

Personal development, behaviour and welfare are good

Staff have clear expectations of children's behaviour at the setting and their approach is consistent with that of the school. Children's behaviour is good. Young children know that it is safe to challenge unfair behaviour and that they can speak to an adult if needed. Staff talk to children about their day in school, valuing their opinions and respecting their feelings. This helps children to feel a sense of belonging. Children of all ages treat each other and adults respectfully. Children are well mannered, wait to take their turn, and offer their help to others proactively. There is a true sense of camaraderie at the setting. Older children show a genuine interest in what younger children are doing, spontaneously praising them and acting as true role models. Children talk enthusiastically about having fun with their friends at the setting, remarking, 'I never like leaving'. This is further evidenced by children's desire to stay at the setting even when their parents have long since arrived to collect them. Parents talk positively about how the staff have helped their children to settle, and how they have seen their children's confidence grow since starting at the setting.

Setting details

Unique reference number	EY350925
Local authority	Bury
Inspection number	10073893
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	32
Number of children on roll	45
Name of registered person	Hulme, Claire Louise
Registered person unique reference number	RP514982
Date of previous inspection	24 May 2016
Telephone number	07796 872 409

Gorsey Kids Club registered in 2007. The club employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including four staff members who hold qualified teacher status. The club opens from Monday to Friday during term time only. Sessions are from 8am until 8.50am and from 3pm until 6pm.

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