

The Gosling Trust

c/o Goosewell Primary School, Furzehatt Villas, Plymouth, Devon PL9 9HD



Inspection date	1 August 2019
Previous inspection date	28 July 2014

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

- Experienced and dedicated leaders and managers work closely with other professionals to implement advice and guidance, which helps to develop the ongoing improvement of the setting. For example, improvements have been made for the administration of medicines by trained staff only.
- Staff provide a wide range of activities and resources, which interest children and help to grow their natural curiosity. Staff plan for younger children and provide them with experiences that help to develop their understanding of the world around them. For instance, cultural celebrations and festivals are enjoyed.
- Children speak highly of the setting. They feel valued and enjoy the range of activities on offer. Children are confident and well behaved and engage well with one another during play and activities both indoors and outside.
- Parents appreciate the level of service and care that is offered to children. The provision provides a valuable hub for the local community, which is well supported by the parents and staff of the primary school in which it is located. The collaborative approach helps to ensure children benefit from a consistent approach.
- Although staff have strong partnerships in place when working with parents, they do not make the most of opportunities to gain their views in order to reflect and evaluate on the effectiveness of the provision even further.

What the setting needs to do to improve further

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

- find more effective ways of gaining the views of parents, to help develop the evaluations of the provision to secure even better improvement.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities indoors and outdoors, and the interactions between staff and children.
- The inspector spoke with staff and children during the inspection. She also held discussions with the manager.
- The inspector completed a joint observation with the manager.
- The inspector looked at various documents, including those related to the suitability and qualifications of staff.
- The inspector spoke to children during the inspection and took account of their views. She also looked at written feedback from parents.

Inspector
Carly Ellicott

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager ensures staff have a secure knowledge and understanding of safeguarding issues and the procedures to follow when reporting concerns. All staff receive regular training and supervision and are updated on any changes to procedures. Leaders and managers work closely with the committee to ensure that recruitment procedures are robust and help to ensure that staff are suitable to work with children. Children are encouraged to think about risk, and they show a good understanding of how to keep themselves safe. For example, they count each other on returning indoors and discuss why staff carry out risk assessments of the grounds during outdoor play. Staff have developed good links with the host primary school, for instance many staff hold dual roles across both provisions. This joint approach helps to reinforce children's learning in school. For example, children continue to take part in accelerated reading schemes and have access to IT and library resources throughout the school holidays. Staff feel well supported in their roles and speak positively about recent changes to the leadership structure.

Quality of teaching, learning and assessment is good

Staff create an environment which stimulates children's curiosity and imagination. For example, they provide opportunities for children to create underwater scenes from dough and sensory materials. Children apply what they already know and can do to develop the activity further. For instance, they use their imaginations to add coral, make volcanoes and create paper fish from a range of craft materials. Children enjoy their time at the club and become immersed in their play. Staff respond well to children's choices of activities, moving around to deploy themselves effectively in order to support them. Staff spend time talking to children, for example, while playing games with bean bags they find out about their likes and interests. This supports children's thinking and communication skills well. Staff act as positive role models for children. They provide a range of sports and outdoor activities, such as tennis, hoops and using the climbing frame. This helps children to develop strength and coordination, and supports their physical development well.

Personal development, behaviour and welfare are good

Children demonstrate a sense of belonging and settle in quickly. They are familiar with routines and expectations and speak kindly to one another. Children take on responsibilities willingly and develop strong independence. For example, they help to carry equipment inside and serve their own meals and snacks. Staff celebrate children's achievements and offer them plenty of praise and encouragement. For instance, they admire their creative projects and display them on the wall. This contributes to the good levels of confidence and self-esteem that children exhibit. Children benefit from lots of opportunities to play outside in the fresh air and take exercise. This contributes effectively to their physical well-being. Younger children are well supported with care routines and enjoy the company of older children as they engage in cooperative games and activities.

Setting details

Unique reference number	EY243943
Local authority	Plymouth
Inspection number	10069687
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 - 10
Total number of places	40
Number of children on roll	50
Name of registered person	Gosling Trust
Registered person unique reference number	RP904145
Date of previous inspection	28 July 2014
Telephone number	01752 482960 or 01752 484 360 (aft sch)

The Gosling Trust registered in 2002 and is run by a management committee. It offers before- and after-school care for children attending Goosewell Primary School, as well as a holiday club, which is also open to children from different schools in the area. Goosewell Primary School is situated in Plymstock, a residential suburb of Plymouth. The Gosling Trust is based within the school grounds, operating from purpose-built rooms and also accesses the school library, hall and ICT suite. Care is provided from 7.45am to 9am and from 3.15pm to 6pm each weekday during term time. Holiday club provision is open from 7.45am to 6pm. There are 18 permanent members of staff working with the children, 10 of whom hold appropriate qualifications at level 2 or 3.

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