

Inspection of Goslings Out of School Club

Gawsworth Village Hall, Church Lane, Gawsworth, Macclesfield SK11 9QY

Inspection date:

30 January 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy their time at the club. As they hang their coats up, they happily chat with their friends about what they are going to do. They settle quickly and become engaged in the range of activities provided. This demonstrates that children feel safe and secure.

Staff create a family atmosphere at this small friendly club. Interactions are warm. Younger children often approach staff for a cuddle. Older children play cooperatively with younger ones. For example, they become absorbed in pretend play as they take turns to be the shopkeeper. Snack time is a social occasion. Staff and children sit together and engage in conversations. Staff encourage children to do things for themselves, such as preparing their own snack. Staff have high expectations and are positive role models. This supports children to behave well. They understand and follow simple rules, such as walking inside. Children are inquisitive and confident. For example, they approach visitors and ask why they are at their club.

Staff build strong relationships with parents. Parents speak positively about the club. They describe staff as very friendly and approachable. They state that children are happy and safe at the club. Parents comment, 'They have so much fun, it is sometimes hard to get them to come home.'

What does the early years setting do well and what does it need to do better?

- Staff help children to prepare for their transition into the club. For example, they show children the key areas of the club and the range of resources available. The manager has a strong relationship with staff in the local school. There is a good two-way flow of communication about children's well-being and development. This helps staff to plan appropriate activities to build on children's experiences.
- Staff show genuine interest in what children are doing. For instance, they encourage children to talk about what they are building. Staff praise children for their efforts; this encourages children to persevere. For example, children show resilience when their models collapse. They start again and adapt their work until they are happy with the structure. Older children willingly help their younger friends with trickier projects, such as building dens.
- Children have opportunities to develop their physical health and well-being. At snack time, they tell visitors, 'We need to wash bacteria off our hands before eating.' Staff provide a varied range of snacks, including healthy options. Staff acknowledge that they can strengthen this further, to give children consistently clear messages about making healthy choices. Children benefit from the club

being located next to the village play area. They relish the challenge of using large play equipment. Children tell visitors, 'I like the bridge best'. Staff provide alternative opportunities for children to be active indoors. For example, children enjoy skipping or playing table tennis.

- Throughout their time at the club, children are busily engaged in activities. For instance, children show high levels of concentration as they enjoy making jewellery. They thread and twist materials as they design their own unique bracelets. Children smile as they proudly show staff their finished product. Staff help children to respect that their friends have used resources in different ways to themselves.
- The management team implements rigorous recruitment procedures. This ensures that staff are suitable for their role. The management team holds regular meetings with staff to discuss staff well-being and practice. They are very supportive of each other and work together well. The management team reflects on all areas of the provision and makes changes to continue to raise the quality of the club. For example, they have recently invested in an online training portal. This provides further opportunities for staff to build on their existing skills and knowledge. For instance, staff talk positively about a recent safeguarding course. They comment that it has strengthened their understanding of wider aspects of safeguarding.

Safeguarding

The arrangements for safeguarding are effective.

Staff keep their safeguarding training up to date. This supports them to have a secure understanding of how to keep children safe. They confidently explain the local safeguarding procedures to follow if they have concerns about children's well-being or safety. Staff collect children from the local school by a 'walking bus'. They use the walk as an opportunity to teach children about road safety. The manager deploys staff effectively to ensure that children are safe when they access facilities outside the club room, such as the outdoor play area. Robust policies and procedures ensure that children can play and socialise in a safe environment.

Setting details

Unique reference number	EY391706
Local authority	Cheshire East
Inspection number	10143293
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 to 11
Total number of places	32
Number of children on roll	59
Name of registered person	Gosling, Shaun Michael
Registered person unique reference number	RP905461
Telephone number	07500 964169
Date of previous inspection	16 December 2014

Information about this early years setting

Goslings Out of School Club registered in 2009. The out-of-school club operates Monday to Friday from 7.45am until 9am and from 3pm until 5.45pm, term time only. The club employs three members of staff. Of these, one holds an appropriate childcare qualification at level three.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The manager showed the inspector the range of resources available for children's use. The inspector discussed the impact on children's well-being and development.
- The inspector observed staff's interactions and children's experiences as they engaged in activities.
- The manager showed the inspector a sample of relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to children, parents and staff at appropriate times during the inspection. She took their views into account.

We carried out this inspection 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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