

Inspection of Gomer Breakfast and After School Club

Gomer County Junior & Infant School, Pyrford Close, GOSPORT, Hampshire PO12 2RP

Inspection date: 6 March 2020

The quality and standards of early years provision	This inspection	Met
	Previous inspection	Good

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy a wide range of highly engaging activities and they are extremely happy and keen to attend. They demonstrate a clear sense of belonging and have strong bonds with the members of staff. Staff provide an environment where all children are valued, respected, included and well cared for. They place high regard on ensuring children have a voice within the club. For instance, staff regularly seek the children's views and opinions on the club. They act on these quickly and children feel they are well listened to. Staff have very high expectations of the children. They are excellent role models. As a result, children's behaviour is superb. Children are extremely kind and considerate to others and offer help and support to their friends. For instance, older children support the younger ones to understand how to make bracelets from rubber and plastic bands. They continuously check in with their younger friends to ensure they understand what needs to happen next to help their bracelets take shape.

Children talk positively about their time at the club. They say that it is 'great fun', and the staff are 'really nice and supportive'. Children are continually busy and involved in activities. They persevere well as they take turns to play table tennis, learning how to serve the ball and return it to each other. They confidently offer each other suggestions on how to hold the bat and detail how to let the ball bounce once to try to extend the length of their rally.

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

- Partnerships with parents are strong. Parents speak extremely positively about the care their children receive and comment that their children absolutely love attending. Staff regularly gather parents' feedback to help to continually improve the care they provide. They give parents a detailed daily handover and keep parents informed about their children's daily achievements at the club.
- Staff are excellent role models. They have a very calm and consistent approach. Staff work hard to give children choices to be active or relax. Children spend lots of time concentrating and persevering on tasks of their own choosing. For instance, some children are content with creating paper fortune tellers, while others are happy reading their favourite stories. This shows that children are content and self-reliant. However, the area for reading is not as inviting and comfortable as it could be. Staff are aware of this and are currently working on improving this area, as they recognise that reading books in comfier surroundings leads to better enjoyment of the stories.
- Staff devise innovative ways to make activities fun. Children enjoy the opportunities to play outside. They enjoy playing ball games and exploring the playground in a variety of ways. For example, children take part in inspiring

team-building activities that support their physical skills as well as reading schemes such as World Book Day. For instance, staff develop a game of hide and seek with cut up book covers that children need to find to create the pictures. Children excitedly run, offer each other suggestions on where to look and search the playground and its resources, sometimes managing their own risks by climbing trees. This causes great enjoyment and engagement from all, as well as promoting a healthy competitive spirit. Children display their enjoyment so much that they continue their play by hiding the pieces for the staff to find, demonstrating that children enjoy leading their own play.

- Staff have a good working knowledge of the early years foundation stage curriculum. They seek to understand what children already know and can do, as well as what children's current interests are. They use this information to plan experiences and activities that, overall, help to motivate children to learn. For example, children actively take part in cooking opportunities. They willingly explore and investigate the changes in form as chocolate is warmed up. Staff increase the use of children's everyday mathematical language around time. For example, children estimate how long the chocolate needs to be melted for, counting the seconds out loud as they watch the clock hands move around.
- Staff are provided with superb levels of support. They comment that they feel extremely valued within their roles. The provider places a high emphasis on supporting and developing staff practice. For instance, the club manager and staff liaise frequently with the operations manager, who listens to the team's needs. She offers support and guidance, as to how to improve and continually develop the club even more, to help the staff provide children with the best play experiences possible.

Safeguarding

The arrangements for safeguarding are effective.

There is a vigilant culture towards safeguarding children. The provider and staff have an extremely strong understanding of their responsibilities regarding child protection. Staff have an excellent and thorough understanding of how to deal with concerns about children's welfare and the signs to be aware of. The provider and staff liaise exceptionally well with the school staff to help ensure children's health and welfare needs are met. Thorough daily risk assessments provide children with safe environments to play and learn. The provider and operations manager ensure staff recruitment processes are robust. They regularly carry out checks on staff to ensure they are suitable to be working with children.

Setting details

Unique reference number	EY336746
Local authority	Hampshire
Inspection number	10069376
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 at time of inspection	4 to 11
Total number of places	45
Number of children on roll	90
Name of registered person	Woodpeckers Childcare Ltd
Registered person unique reference number	RP901706
Telephone number	07930309332
Date of previous inspection	23 October 2014

Information about this early years setting

Gomer Breakfast and After School Club registered in 2006. It is located in Gomer Infant School in Gosport, Hampshire and is part of Woodpeckers Childcare Ltd. The breakfast club operates Monday to Friday from 7.30am to 9am, and the after-school club operates Monday to Friday from 3.20pm to 5.45pm, during school time only. There are six members of staff employed by the club to work directly with the children. Of these, two hold appropriate early years qualifications, including a level 6 qualification in education and training.

Information about this inspection

Inspector

Sarah Denman

Inspection activities

- The inspector looked at the areas of the school and playground area that children use.
- The inspector spoke with children and staff as part of the inspection process.
- The inspector observed the activities provided and the interactions between staff and children, and assessed the impact of these on children's enjoyment and levels of engagement.
- A meeting was held with the operations manager and a range of relevant documentation was sampled, including staff suitability, risk assessments and planning information.
- The inspector spoke to parents and took account of their views.

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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