

Inspection of Leesland Breakfast And After School Club

Leesland C Of E Junior School, Gordon Road, Gosport PO12 3QF

Inspection date: 10 July 2023

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 are welcomed warmly by fun and nurturing staff who know them well. They confidently get involved in one of the many activities thoughtfully arranged for them. Children feel safe and secure. They hug staff on arrival and talk to them about their school day. Children use the 'chill out zone' to relax and talk to their friends.

Staff encourage children to participate in arts and crafts activities, such as painting. They model excellent attitudes to learning as they demonstrate how children could paint their sunshine and add rainbow strips to it, inspiring them to create a unique design of their own. Children are proud of their accomplishments. They excitedly show staff how they have drawn 'chickenpox' on their sunshine. Staff and children have meaningful relationships as they giggle and laugh together.

Children are free to follow their interests. Older children try hard as they choose to complete word searches and workbooks. Younger children show a keen interest in the weighing scales, as they excitedly discover the weight of different objects. Staff are on hand to enthusiastically extend this, offering children the correct vocabulary for units of measure, such as grams. Children are supported in their activities as staff actively build on children's interests to extend their learning.

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

- Staff promote children's communication and language development well. They encourage children to engage in conversations with one another at mealtimes. Staff also implement initiatives, such as quiz time, which encourage children to learn about simple facts, such as the world's tallest mountain. This becomes a conversation starter and children openly discuss their knowledge about different topics.
- Children are provided with a variety of healthy snacks. They self-serve different vegetables and make their own wraps. The manager ensures he always considers children's feedback when providing snacks, as well as supporting children's understanding of a healthy balanced diet. Children receive consistent messages that promote their understanding of good health.
- Staff provide children with plenty of opportunities to build on their physical skills. Children run, jump and climb as they explore the outdoor pirate ship. Enthusiastic staff initiate inclusive games and play football with children. Children are immersed in their play.
- Parent partnerships are strong. Leaders give parents plenty of opportunities to share their feedback about the setting. Parents explain that they are extremely happy with the care given to their children, especially when they are upset after

a minor injury, for example. Staff communicate well with parents each day about their child's activities and day at school.

- Children's positive behaviour is supported well. They understand the behavioural expectations of the setting. When completing the short walk from school, children remain in a line and wait at specific areas as staff carry out head counts and lock gates. Children are fully involved in creating the rules for the setting. They discuss them as a group and display them clearly on the walls.
- Inspiring staff create thoughtful activities that have been developed based on discussions with children about their interests. Children choose different items from a box of water with their eyes closed. Staff encourage them to feel the object to identify which dinosaur or bird it is. Children learn words such as 'Parasaurolophus'. Staff extend children's knowledge and broaden children's range of vocabulary well through these purposeful learning experiences.
- Leaders know the importance of ensuring the suitability of staff. They carry out a robust recruitment and induction process. Leaders also ensure staff frequently complete a suitability declaration to confirm they remain suitable to work with children.
- Staff report their well-being needs are met well. They feel supported by the provider who regularly visits and supports them in their practice. Staff explain that they have access to frequent training to enhance their skills and complete yearly appraisals to discuss their professional development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a clear and robust safeguarding policy. Staff implement this effectively to support them in ensuring the safety and welfare of children. Staff are knowledgeable about the procedure they must follow should they ever have a concern about an adult working with children. Staff know how to accurately record any concerns they have about a child, for example, if they think a child may have become victim to abuse. This means they can report it quickly. Staff receive regular safeguarding training from leaders, to ensure their knowledge is kept relevant and up to date.

Setting details

Unique reference number	EY546201
Local authority	Hampshire
Inspection number	10301708
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	5 to 11
Total number of places	40
Number of children on roll	102
Name of registered person	Woodpeckers Childcare Ltd
Registered person unique reference number	RP901706
Telephone number	02392 556892
Date of previous inspection	31 January 2018

Information about this early years setting

Leesland Breakfast And After School Club registered in 2015. It operates from Leesland Church Of England Junior School, in Gosport. The provision is open five days a week during term time, from 7.30am to 8.50am and from 3.05pm to 5.45pm. There are six staff working with the children. Of these, two hold a level 3 qualification.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between staff and children.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- Staff spoke to the inspector during the inspection.

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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