

# Inspection of Mother Goose

Great Oldbury Primary Academy, Veterans Way, Great Oldbury, Stonehouse GL10  
3WH

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Inspection date: 5 December 2024

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children enjoy attending this out-of-school club. Staff collect the youngest children from their classrooms and gather key information from teachers about their day, which they pass on to parents at collection time. Children demonstrate independence as they carry their belongings to the club's room and place them in a safe spot, ensuring they know where their items are at the end of the day. They are familiar with the club's routines and understand good hygiene practices, lining up to wash their hands before snack time. Children behave well. They are eager to greet their peers and patiently wait for staff to prepare their snack. Children engage in meaningful conversations with their peers while they wait. Staff support children to make independent choices, asking if they would like butter and cheese with their crackers.

Staff set up a variety of play activities to meet children's interests. For example, they provide colouring sheets, fancy dress, role-play opportunities and Christmas crafts. Children are excited to make Christmas wreath decorations and listen carefully to staff's instructions. They choose the colour of the bow and carefully peel stickers to decorate their wreaths with small, coloured pom-poms. Staff offer extra support when needed, providing glue to help the children attach the pom-poms and assisting them in threading string through the hole so they can hang their wreath decorations at home.

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

- Leaders have procedures in place to monitor the quality of care and experiences the club provides. They work closely with the staff team. Leaders observe staff's practice and regularly meet with them to discuss their strengths and identify areas for improvement. Staff have opportunities to attend training to enhance their good knowledge and skills. Leaders are supportive of staff well-being. They organise team-building events, such as evening meals, to promote a positive work environment.
- Partnerships with parents are strong. Staff take time at the end of each day to share information about the children's time at the club and to pass on key updates from the school. They also use a noticeboard to keep parents informed about upcoming events. Parents report being happy with the service the club provides. Leaders actively seek their feedback through annual questionnaires and take action based on their responses. For example, they are exploring the possibility of extending morning sessions for parents who need additional care.
- Staff build effective partnerships with the host school, creating a strong sense of community where both school and club staff know each other well. Staff gather information from teachers about children's upcoming clubs and ensure key

details, such as who will be collecting the children, are clearly understood. This promotes smooth communication and collaboration, ensuring consistency in children's care.

- Staff begin the autumn term by completing activities to help them get to know the children. Children create an 'all about me' poster, where they share details about their favourite things and future aspirations, such as what they would like to be when they grow up. Staff display these posters in the club room, making the information easily accessible to both staff and children.
- The club is inclusive of all children's individual needs. For example, staff ensure snacks meet children's dietary preferences and avoid allergens when children with these allergies are present. This helps children to feel safe and supported, promoting a sense of belonging and ensuring their physical well-being.
- Children have positive relationships with staff and are eager to engage in thoughtful conversations, sharing details about their time at school and experiences at home. Staff are caring and offer support when needed, such as assisting younger children with personal care. While the provider is the named key person for all early years children, the system could be strengthened to ensure each child and parent has a designated staff member to approach for support in the provider's absence.
- The club has an effective behaviour management system to help children understand what is expected of them. Staff encourage the use of good manners, such as saying 'please' and 'thank you', and remind children of the importance of kindness and sharing. If undesirable behaviour does occur, staff give children a warning to help them regulate their behaviour and resolve the issue, while also implementing age-appropriate consequences if needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	2699644
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10367467
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Curtis, Rebecca Ann
<b>Registered person unique reference number</b>	RP906725
<b>Telephone number</b>	07854165418
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mother Goose registered in 2022. It operates from a room in Great Oldbury Primary Academy in Stonehouse, Gloucestershire. The club opens each weekday during school term time. The breakfast club runs from 8am to 8.45am, and the after-school club is from 3.15pm to 5.30pm. There are five staff employed to work with children. Of these, three hold relevant qualifications at level 3.

## Information about this inspection

**Inspector**  
Holly Smith

## Inspection activities

- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to parents during the inspection 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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