

Gosforth Park OSC Ltd

Inspection report for early years provision

Unique reference number	319186
Inspection date	23/04/2012
Inspector	Janet Fairhurst

Setting address	Granville Road, Gosforth, Newcastle upon Tyne, Tyne and Wear, NE3 5LB
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Telephone number	07941413728
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Email

Type of setting	Childcare - Non-Domestic
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Gosforth Park Out of School Limited is a privately-owned setting and has been registered since 1998. It operates from the hall and one classroom within Gosforth Park First School. There is access to an outdoor play area. The setting is open during term time from 8am to 9am and from 3pm to 6pm. During school holidays, sessions run from 8am to 6pm.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register for a maximum of 56 children under the age of eight years old. The setting currently has 85 children on roll, of which eight are in the early years age range. The setting employs 11 members of staff, including the two owners. Of these, one member of staff holds a level 6 early years qualification, two hold level 3 and three hold a level 2 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and cared for in a warm and relaxed environment. They enjoy their leisure time within the group making steady progress in their learning. Staff have introduced planning to ensure that they are adequately covering all areas of learning and this is complemented with basic observations of the children's learning. Documentation is suitably maintained with most of the required detail recorded. On the whole satisfactory systems are in place to promote the welfare and developmental needs of children. Relationships with parents, carers and links with external agencies, are in the main positive. The group has worked hard to address the previous actions and the manager has a clear understanding of their areas for development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- promote the good health of children and take necessary steps to prevent the spread of infection by ensuring good hand-washing procedures are in place
- develop further the partnerships with parents by making sure they are aware of their children's development records and able to make their own contribution to this process
- improve attendance records by ensuring that children's departure times are consistently recorded
- improve information sharing with others who deliver the Early Years Foundation Stage to include details appertaining to individual children's learning needs
- show how children's next steps are planned for and addressed to help support them in making progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Staff regard children's happiness and welfare as a priority and the success can be seen in the friendly and happy atmosphere in the group. Staff are suitably deployed, which ensures that children's safety is monitored. Staff have a sound understanding of safeguarding procedures and of their responsibility to record and report concerns. All the required background checks are completed on staff to ensure the suitability of those working with the children. Children are further protected as visitors to the group are required to sign in and out, which ensures an accurate record of everyone coming into contact with the children is maintained. All records, policies and procedures which promote positive outcomes for children are in place. However, the system used to record children's departure times is not consistency maintained. Risk assessments are conducted regularly and actions are taken to manage or eliminate risks. This ensures children are able to play in a safe environment.

The organisation of space and resources meets children's individual needs and enables them to develop independence and to make choices. Staff create an inclusive environment and their practice fosters children's self-esteem and confidence ensuring they feel welcome and valued. No children with special educational needs and/or disabilities currently attend the setting. However, the manager and staff demonstrate a positive attitude towards ensuring that all children are included at the setting and individual needs are met. Children benefit as staff form positive relationships with parents. Verbal exchanges of information at the end of each session, helps to keep parents informed of their child's welfare. However, they are not fully informed of their children's development records and how they can contribute to the assessment process. Staff have devised a communication booklet, its aim is to create links with the schools that children attend. However, in the main the booklet is used to pass on general information and does not include information appertaining to children's learning needs to help staff provide consistency in their learning. Parents spoken to express their satisfaction with the group. They comment on how friendly the staff are, how their children enjoy the group and that they are well occupied.

The owners, manager and staff team demonstrate a positive approach and good attitude to further improve the provision. The actions and recommendations made at the last inspection have been suitably addressed. For instance, the new manager holds a level 3 qualification, information regarding the suitability of staff is in place and available for inspection and risk assessments are carried out and recorded. This clearly shows that the group are not complacent and are working hard to improve outcomes for children.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled because relationships with staff are warm and positive. The welcoming and suitably-equipped environment provides children with a range of interesting opportunities. As a result, they quickly become absorbed in their self-chosen activities. Staff have begun to record observations of children's play. These are suitably linked to the areas of learning and make some reference to their next steps. However, as planning for children's play is generic it is not clear how the information is then used to achieve personalised learning for the individual children. They organise their own games, include each other, patiently take turns and follow the rules of the game. Children play imaginatively, fully engrossed in den making. They learn to cooperate with each other, for example, deciding which range of materials and covers they will drape over the tables, building up layer upon layer of fabric. They sit underneath, whispering and giggling with each other. Children develop suitable skills for the future, for example, they have access to interactive resources and compact disc players. Children enjoy creative activities and concentrate well for long periods of time as they create wonderful drawings and make birds using old socks.

Children develop positive attitudes towards learning because they are able to choose and combine resources so that they follow their own interests and ideas. For example, children design and build models with construction materials and experiment with an appropriate range of collage and creative art materials. Some books are available for children to look at and read and paper and pens are used freely to promote further their literacy skills. Children work together to develop collaborative skills and solve basic problems, for example, as they play board and card games. Visitors to the club help children to develop an awareness of living things, for example, they handle exotic reptiles, such as lizards and learn what they eat and how to take care of them. The children have access to a wide and exciting range of outdoor equipment and as a result love to play outdoors. For example, they take advantage of the fields to play ball games and carefully use their balancing skills as they work their way around the trim trail and climbing wall, all of which promotes active lifestyles. A sufficient range of resources are available to promote children's awareness of differences and others, such as books and small world figures.

Children are polite and well behaved. They have friends they like to be with and their relationships with adults are secure. New children are paired-up with a 'buddy' when they start, who shows them what to do. This helps them to build up their confidence within the mixed-age group. Children know the rules of the setting and follow them well. For instance, they know they must not go beyond the boundaries when playing outdoors. Suitable, healthy snacks are provided for children. They help themselves to jam sandwiches and chopped fruit and vegetables. Children follow established routines, such as hand washing before their snack. However, all children wash their hands in the same bowl of water and are expected to use the same towel to dry their hands. This increases the risk of cross-infection and does not fully promote children's health. Children are developing an appropriate sense of safety. They understand the safety rules because staff explain

to them about hazards, such as running indoors and the possible consequences of this.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met