

# Gilberts Gang Out of School Club

St Gilbert's CE Primary School, Foundry Road, STAMFORD, Lincolnshire, PE9 2PP

<b>Inspection date</b>	09/12/2014
Previous inspection date	22/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff plan around children's interests and what they enjoy. They involve the children and listen to them carefully. This supports children's motivation to learn and develops their self-confidence.
- Children's emotional well-being is promoted well. Staff are calm and consistent and easily approachable. This enables children to settle quickly as they make new friends. As a result, children have a strong sense of belonging.
- Staff minimise the hazards both indoors and outdoors. In addition, robust safeguarding procedures ensure the children are protected well and feel safe in the club.
- Children have consistency and continuity of care as there are very effective partnerships between the club, school, carers and parents.

### It is not yet outstanding because

- Supervisions are not always best used to inform specific training needs that are astute and targeted to improve outcomes for children, so that attainment is raised to the highest level.
- On occasions, routine activities interrupt children's focus on their own learning through play. In addition, this means children are not always encouraged to make independent choices.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector held discussions with the manager of the club, the staff and the children.  
The inspector checked evidence of the suitability and qualifications of the staff
- working with the children and discussed the club's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Sharon Alleary

## Full report

### Information about the setting

Gilbert's Gang Out of School Club has been operating since 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St Gilbert's Church of England Primary School in the Stamford area of Lincolnshire, and is managed by a committee. The club serves the local area and is accessible to all children at the school. It operates from two classrooms within the school building. Toilet facilities are situated close to the classrooms. There is an enclosed, outdoor playground and field. The club also uses the main school hall for physical activities. The club employs 11 members of childcare staff. Of these, one holds a children's services qualification at level 5, three hold early years qualifications at level 3, two hold play work qualifications at level 3 and three hold teaching assistant qualifications at levels 2 and 3. The club is open each week day from 8am until 8.40am and 3.15pm until 6pm during school term times. The club also offers care during the school holidays. Opening times during this period are 8am until 6pm, Tuesday and Wednesday of half term, two weeks of the Easter holiday and the first three weeks of the summer holiday. Children attend for a variety of sessions. There are currently 170 children attending; 20 of whom are in the early years age group. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- increase opportunities for staff to establish an effective programme of professional development that is astute and targeted to the needs of the club, so that children's attainment is raised to the highest level
- increase the flexibility of routines so that children can pursue their interests and make independent choices, therefore maximising their own learning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children clearly enjoy their time in the club because they build good relationships with staff and the other children who attend. Teaching is very good as staff have a comprehensive knowledge and understanding of how to complement the children's learning at school. They work very closely with the school teachers to identify and provide individual support for children's learning. Detailed information about the children's abilities is collected during the settling-in period from the parents, teachers and the children. Staff then carry out observations and assessments, which are linked to the prime and specific areas of learning. This supports the planning of activities, which provide good levels of

challenge appropriate to the children's ages and stages of development. Consequently, children develop the key skills needed for the next stages of their learning. Children are actively involved in developing the club activities and younger children are supported to participate fully in planning the time they spend at the club. The staff know the children well because they spend time with them during their activities and listen to their ideas and suggestions. The children enjoy the staff's positive interaction with them and this contributes to children's growing confidence and self-esteem.

Children are confident and effective communicators. They express themselves freely to adults and peers. The high level of staff involvement in activities encourages children's opinions, vocabulary and language skills. They are also encouraged to listen to and respect others. Staff promote children's physical development particularly well. This is because staff place a strong emphasis on regular physical activity and daily access to fresh air. They use the wonderfully resourced reception class playground, which includes large climbing equipment, chalk boards and space for ball games. Children practise their handwriting skills by creating a wish list for Christmas. Staff introduce a catalogue and they encourage the children to consider the cost of the toys. This develops their mathematical understanding. Children explore their imagination and expand on first-hand experiences. For instance, they persuade a member of staff to act as the patient. She endures bandaging and injections to support their creativity and role play.

There is a good balance of child-led play and adult-led activities. This ensures that children enjoy independent play while benefitting from the good teaching skills of experienced staff. For example, during a relaxed story time session children ask questions, such as 'what does 'fond' mean?'. Staff encourage children to use their thinking skills by responding, 'what do you think it means?'. The staff make good use of visual timetables and prompts to support children who speak English as an additional language. As a result, these children are fully integrated into the club. Partnerships with parents and carers are good. Parents are able to add comments and photographs from home onto the online system and this is proving to be an effective way for staff to communicate with them regarding their children's learning and development. Some children become so completely engrossed in their play that they are reluctant to leave when their parents arrive. Parents comment that they get into trouble if they arrive too early to pick up. Staff have excellent partnerships with the host school the children attend and this has ensured that all the children are always making good progress in their development. In addition, staff provide children with a good level of activities that challenge and engage the children well.

### **The contribution of the early years provision to the well-being of children**

The staff are warm and friendly and help all children to feel included. Consequently, children are fully engaged in the activities on offer and are active participants in the club. There is an effective key-person system for young children. This means that children feel emotionally secure in their care and are developing strong and positive relationships with the staff at the club. When children start attending they are able to settle in quickly. They already know the after school club staff because most also work as classroom assistants. This prior knowledge, as well as the time the staff spend with parents and the children explaining how the club operates and showing them around, helps children to feel safe

and builds a sense of belonging. Children behave very well and they are developing an understanding of the expectations for behaviour. For example, they listen to the staff when they clap to get their attention in order to change routine or to let children know their snack is ready. In addition, children relish the opportunity to wash the pots to gain 'challenge points' for helpfulness. In return for a completed sheet of challenge points the children can choose a treat at the end of a term. This means that children learn the benefits of good behaviour.

Children understand why it is important that they wash their hands before they eat in order to prevent germs spreading. Children move freely between the indoor and outdoor areas throughout the session and enjoy playing outside. This means children learn that outdoor play is not just an activity for fair weather and, as a result, they benefit from lots of fresh air. Children are familiar with the routines for the session. For instance, snack times for children are sociable occasions as they sit together in a whole group. However, staff do not always fully appreciate that not all children want or are ready for a snack. Consequently, children's ability to choose is reduced and their play is interrupted. Children are supported to develop a good understanding of the importance of a healthy lifestyle. Children's health is supported well as they are offered foods that reflect a healthy, balanced diet and they always have access to water or juice throughout the session. Children's safety and well-being is promoted well during play and everyday routines. They are encouraged to risk assess dangers for themselves. For example, they learn how to use play equipment, such as climbing apparatus safely, and they are encouraged to consider the hazards during their play. As a result, they are learning how to keep themselves safe.

Children enjoy outdoor play every day. The outside space is utilised well to help children test their skills and try new challenges. The club has a range of resources to promote children's physical development in the outdoor area, such as slides, stepping stones and balls. This means that children can make choices about their play while developing their physical skills. Staff give children small responsibilities within safety parameters. For instance, children retrieve a ball from beyond the play area. This boosts their self-esteem. The indoor and outdoor environments provide stimulation and challenge. Indoor resources are easily accessible and encourage children to make independent choices. Children are happy as they eagerly move around the club, choosing the activities they would like to take part in. This supports their emotional well-being and helps to get them to develop confidence. The club has a strong commitment to embracing the local community. For instance, the children take part in the Christmas tree festival in the church. Parents speak positively about this community spirit. Excellent links with the host school ensure that children are provided with effective support for the move between the club and school. Staff share information with the school and parents to ensure that children's needs are met, to help them to make progress and to provide continuity of care.

### **The effectiveness of the leadership and management of the early years provision**

Children are safeguarded well. This is because staff have a good understanding of how to protect children. Detailed written procedures are in place for staff to follow should they have concerns about a child in their care. The staff carry out risk assessments of the

premises and talk to the children about how to keep themselves safe during their play. For example, the premises are secure, parents are greeted by the staff when they arrive and children know that they must not answer the door. The identification of visitors is checked for further security. Relevant policies and procedures are updated in line with current requirements. As a result, children are kept safe while at the club. Children's attendance, including when they arrive and leave, is recorded, and this means that ratios are maintained. A number of the staff hold a current first-aid certificate, which means that they can give appropriate treatment if there is an accident to a child in their care.

Recruitment procedures are robust, and all staff and committee members undergo checks to ensure they are safe and suitable to work with children. The manager has a good understanding of the skills of the staff. There are regular supervision meetings and appraisals. These give staff the opportunity to raise any concerns, improve their own effectiveness and identify areas of mandatory professional development. However, at present, these supervision sessions are not used as effectively as possible to ensure training needs are astute and targeted at enhancing practice in the club, so that children's attainment is raised to the highest level. The majority of staff in the club hold relevant play work or early years qualifications. As a result, they have a good understanding of the learning and development requirements and they have the skills to support children's learning. Consequently, they plan activities across the seven areas of learning that take into account children's skills and help them to make progress towards the early learning goals.

The staff team demonstrate a strong capacity to continue to develop their practice and activities with the children. For example, they have taken steps to address the issues raised at the last inspection, have continued to keep their core training up to date with regard to safeguarding, food hygiene and first aid, and they have identified a number of well-targeted plans for the future. Parents are fully involved through the daily discussions that take place with the staff. Parents report highly complimentary comments about how the staff support their child to have fun and relax after the school day, while clearly working alongside the school's ethos and values. For instance, parents comment, 'they go above and beyond what is expected of them'. Excellent links are in place with the school that the children attend, ensuring that children have continuity of care and that activities offered enable children to consolidate their learning and development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	260004
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	818572
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	64
<b>Number of children on roll</b>	170
<b>Name of provider</b>	St Gilbert's Out of School Club Committee
<b>Date of previous inspection</b>	22/01/2009
<b>Telephone number</b>	01780 762400

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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