

<b>Inspection date</b>	1 November 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### The provision is good

- Leaders and managers have worked well to implement effective practice that meets the needs of the children. They encourage staff, parents and children to contribute to the self-evaluation process and to share their views and opinions of the provision.
- Staff support children's play with well-planned activities. They ensure all children have opportunities to join in and to develop skills that extend their learning. Staff discuss with children all aspects of activities and this helps them to think about what they do.
- Staff interact well with children during all activities and routines. The key-person system is strong and children receive good support to settle at the camp. Staff promote children's well-being considerably and this helps them to grow in confidence.
- Children enjoy their time at the camp. They have opportunities to select from a wide range of activities and the daily timetable helps them to understand what they should expect. Children are self-assured and make decisions about joining activities.
- Children understand how to keep safe. They help staff to carry out daily risk assessments and they adhere to guidance relating to boundaries for outside play. Children are fully occupied at the camp and play well together.

### It is not yet outstanding because:

- The systems for obtaining information from parents about what their child already knows and can do when they first start at the camp are not fully developed.
- The provider does not share the same level of information with all settings that children also attend.

## What the setting needs to do to improve further

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

- develop further the systems for obtaining information from parents about their child's starting points
- extend the level of information sharing with all other settings that children also attend.

### Inspection activities

- The inspector observed the quality of children's play and carried out joint observations of planned activities with the manager to assess the impact on children's play experiences.
- The inspector held meetings with the provider and the manager.
- The inspector spoke with staff and children at convenient times during the inspection.
- The inspector sampled documentation required for the smooth running of the club.
- The inspector read written feedback from parents and took account of their views.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and managers have a good understanding of their roles and responsibility with regard to child protection issues, to protect children from harm. They ensure all staff keep up to date with procedures. Therefore, staff are well informed about types of abuse and wider safeguarding matters, and they know what to do to protect children. Recruitment and induction procedures are rigorous and ensure staff are suitable for their roles to work with children. Leaders and managers regularly review the provision at the club and they have introduced some changes since registration. For example, the provider invites parents and children to complete questionnaires twice each year to help identify how they might further meet children's needs. In response, the provider has introduced a buddy system, so that children form friendships at an early stage and feel welcomed at the camp. The manager monitors staff's practice consistently. She oversees all planning and she supports staff to clearly identify the learning intentions for each activity. Therefore, children participate in purposeful and worthwhile play experiences.

### Quality of teaching, learning and assessment is good

Staff plan and provide stimulating activities and engage children fully. They lead enthusiastically and promote children's learning well through play. They motivate children consistently with praise and reassurance. Staff involve children in the preparation of some activities, such as cooking. They promote children's language skills well through discussions. They listen attentively to what children say and then develop their understanding further. For example, they discuss types of fruit that grow on trees. Staff provide good levels of challenge and encourage children to form groups of three and work together during activities. They provide imaginative guidance. For instance, they encourage children to break biscuits into small portions, so that a mouse could eat them. Children gain a clear understanding of sizes and concentrate to complete tasks. Staff consistently ask children about the next steps as they follow guidance for the activity. They include this approach in their planning, so that it is closely linked to the methods used to promote children's learning at the host school.

### Personal development, behaviour and welfare are good

Children develop good independence skills. They access the toilets on their own and collect their lunch boxes from designated trolleys in preparation for the lunch break. Staff supervise children effectively during all activities, indoors and outdoors. All staff carry communication equipment and liaise with other staff to share information as needed to promote children's safety. Children behave well. They adhere to the expectations and follow rules and guidance. Children say that they enjoy a wide range of activities and that they are never bored. Older and younger children participate in some joint activities and this allows all age groups to develop the social and emotional skills to mix and play together. Children develop good physical skills due to the varied play experiences indoors and outdoors. Staff are fully involved in activities and note where children need extra support. The interaction between staff and children is very good. Children are confident and self-assured.

## Setting details

<b>Unique reference number</b>	EY500012
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10079180
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 12
<b>Total number of places</b>	55
<b>Number of children on roll</b>	132
<b>Name of registered person</b>	Canning, Emma
<b>Registered person unique reference number</b>	RP901083
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07950831956

GO GO Makers registered in 2016. The club operates from classrooms and the main hall in Whitnash Primary School, Leamington Spa. It employs six members of childcare staff. Of these, four hold appropriate qualifications at level 2, 3 or 5. The club opens from 3.15pm to 5.30pm, Monday to Friday during term time and from 8am to 5.30pm during the school holidays. This includes four weeks during the summer holiday. The club is not open during Christmas holidays.

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