

# The Gap Club

Inspection report for early years provision

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**Unique reference number** EY272423  
**Inspection date** 20/01/2010  
**Inspector** Gillian Walley

**Setting address** King's Court First School, Ashbrook Road, Old Windsor,  
Berkshire, SL4 2NE  
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**Type of setting** Childcare on non-domestic premises

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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**

The Gap Club opened in 2002. It operates from the main hall in Kings Court First School in Old Windsor. The club also has use of cloakrooms, toilets, library and outside play areas. The club serves a number of schools in the local area. It is on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. The provider also operates after-school clubs in other schools in the locality. There are currently 70 children on roll from four to 11 years, of whom four children are in the early years age group. Children attend for a variety of sessions. The setting provides support for children who have special educational needs and/or disabilities, and for those who are learning to speak English as an additional language. The group opens five days a week during school term times. Sessions are from 3.00pm until 6.30pm. During school holidays they operate a play scheme registered for 64 children. Three members of staff work with the children. They all have appropriate early years qualifications and have current first aid certificates. Two other members of staff escort children to the setting from their primary schools. The group receives support from the Early Years Childcare Service.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

All children make very good progress in their learning and development because the staff support them well and work very closely with parents and other agencies. The club is inclusive and can support children who have special educational needs and/or disabilities. The staff team evaluates the club's provision frequently, identifies areas where improvements can be made and takes prompt action to implement those changes. Consequently, the club has an outstanding capacity to further improve.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- provide more opportunities in the outdoor area for children to learn about the world around them
- celebrate children's achievements by displaying examples of their work in areas of the premises.

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

The manager and her staff are a strong and very experienced team and the club runs very smoothly on a day-to-day basis. There have been many improvements since the last inspection report, including changes to the procedures for ensuring that children are safe at all times. Staff are very vigilant and carry out daily risk

assessments to ensure that the premises are safe. They supervise the children closely so that accidents are avoided and the children feel safe. All staff have undertaken recent training in safeguarding; all policies are reviewed and updated regularly, and parents can refer to the policies and they can see evidence that all staff have been vetted appropriately. There are rigorous procedures for visitors to sign in and they wear identity badges so that the children know they have been authorised. Outer doors are always locked and when the children are outdoors the staff use walkie-talkies to communicate with one another. The children understand leaving the building in an emergency because they practise this regularly. If a child has an accident or needs medication two members of staff take responsibility and there are very good procedures for informing parents of any concerns. The staff have updated their knowledge of food hygiene, and they adopt new practices which will benefit the children's development, including ones which will enable them to support children with learning needs such as the use of signing.

The staff meet regularly to discuss with the children what they would like to do in the club, and they draw up plans which provide activities to develop their skills in all areas of learning. At the end of each session the staff evaluate the progress children have made and adapt the plans for the next session in response. This ensures that all activities meet the individual needs of each child and are based on the children's preferences. The staff observe the children's development and keep good records, including photographs, which are used to plan the next steps and which are also shared with parents. This enables parents to extend their children's learning at home. The staff give the children plenty of choice and always take their views into account when setting out activities or buying new resources. Children who have additional learning needs make good progress because of the outstanding links the club has established with the class teachers of the schools which the children attend, and because there are very good links with parents. There are very good procedures for helping children who are learning to speak English as an additional language, such as labelling in both languages. Relevant information is shared, for example about what the children like or dislike, so that the club's staff know how best to support each child. The local authority has chosen to work with the club's staff on a project to identify ways in which after school clubs can build on these partnerships. The staff take great care to support children when they first start attending the club so that they settle and develop their confidence. The club works very closely with parents and values their views about the way the club runs. There is a suggestions box and regular surveys about routines, procedures and the activities which are provided, and the staff talk informally to parents at collection times each day. The children's key workers write reports about each child's progress every half term so that parents understand what their children have achieved. There is a notice board giving parents plenty of useful information about other services and also telling them the week's theme and teatime menus.

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

Children make outstanding progress, particularly in their social skills and personal development because the staff provide the children with a rich variety of learning

experiences, based on knowing what the children want to do. The staff are very good role models, they welcome the children warmly and speak positively to them, which encourages them to be respectful towards adults and to one another. Behaviour is very good and the children play well with friends of different ages and from different schools. The children are encouraged to behave well because they are rewarded with stickers for displaying good attitudes and caring for one another. They have buddies and this ensures that every child makes friends. The atmosphere is relaxed and the children enjoy being able to choose from a wide variety of activities. They persevere and share, and they develop good self-esteem although there is no area where their achievements can be displayed and celebrated. They have plenty of space both indoors and outside in the school's grounds, where they can develop their physical skills on the field and on the trim trail, although the children do not use the outdoor area for learning about the world around them or about growing plants. There are quiet areas and a library where they can enjoy books, do some research or complete their homework, and there is a very good selection of games, puzzles and construction sets. Opportunities to extend children's writing skills are planned into each week's topic, they write stories together and they develop their imagination through role play. There are many creative tasks to choose from, and these are often linked to learning about another faith or culture, for example, Eid or Chinese New Year. Consequently, children are supported in their multicultural development and prepared well for growing up in culturally diverse society. At these special times the children also enjoy tasting different food and welcoming visitors. There is also a good range of multicultural toys and dressing up clothes. Adults support children very well so that they produce work they are very proud of. The children feel completely safe because the adults take such good care of them, for example by moving furniture to allow them enough space for their games. They enjoy being able to choose what they would like to do and they develop a sense of responsibility for one another because they have opportunities to help, for example when preparing to have tea. The children learn about the importance of healthy eating because they have nutritious meals each day. In addition they have weekly cooking sessions. They understand well how to avoid the risk of infection, for example, by washing their hands before they eat.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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