

The Gap Club

Wraysbury Primary School, Welley Road, Wraysbury, STAINES, Middlesex, TW19 5DJ

Inspection date

14/05/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are happy and enjoy their time at the club.
- Staff compliment the learning children have at school through worthwhile play activities.
- Staff have a good understanding of the requirements of the Early Years Framework.
- There is good communication between the club, parents and the school.

It is not yet outstanding because

- Staff do not fully extend opportunities for children gain independence at snack time.

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 the positive interaction between the staff and children.
- The inspector sampled records kept on the children including the observations of their learning.
- The inspector had discussion with the children, staff, parents and the registered person.
- The inspector completed a joint observation with the manager.

Inspector

Amanda Shedden

Full report

Information about the setting

The Gap Club registered in 2010. It operates from part of the premises in Wraysbury Primary School, in Wraysbury in the Royal Borough of Windsor and Maidenhead. The club mainly operate from the infant block, although they have access to other areas within the school such as the hall, library, the ICT room and the two playgrounds. The club are registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 69 children on roll. The club operates mornings and afternoons during term time and during the day in some holidays.

What the setting needs to do to improve further

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

- extend opportunities for children to gain more independence and free choices, for example, by allowing them to help prepare their snack.

Inspection judgements

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

Children enjoy themselves at the Gap Club. They know the environment well and have positive relations with the staff and other children. Staff are aware of their likes and dislikes through discussions with the children. They plan activities that children enjoy that link with the Early Years Foundation Stage and compliment the learning the children have at school.

The club plan weekly themes, which offer the children a diverse range of activities to engage in. They are encouraged to choose for themselves what they would like to play with, with skilful staff on hand to support their learning through their chosen activities.

Children contribute to the planning, sharing their own ideas, for example, they chose to have a weekly talent show. Children practice their performances during the week so they are ready for the show. Children are respectful while they watch the different performances from joke telling to dancing, clapping and cheering their friends on. Staff and children sit in small groups to play games that help their mathematical development in a fun way, such as throwing the dice and adding and subtracting as they play. Staff skilfully create activities and games which help children with their socialising skills. Playing with the parachute results in children having to interact with each other and they are supported to choose resources and make stories up together.

Children have access to a wide range of equipment to develop their physical skills. The two playgrounds offer the children a vast area to enjoy. Children choose which playground

to use depending on what they wish to do. Some choose to use the newly created hill with a slide, others play football using the school goals or use the fitness trail.

Children with additional needs or for who are learning English as an additional language receive good support. Each child has a key person and all staff are aware of individual needs, so any interaction is positive. The staff work well with the school so there is continuity in the support children gain. Staff encourage children to develop some independence in their play. However, at snack time, staff do not always provide opportunities for children to help prepare the snack or to help themselves to what they would like to eat. This is because staff do it for them. This reduces children's free choices and opportunities in developing new skills.

Staff keep parents informed of the experiences their children are having through daily discussions. Each half term parents attend a meeting to discuss their child's progress and look at the observations staff make of their children's learning and development. In addition, the learning journeys are easily accessible so parents may look at them whenever they wish.

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

Each early year's age child has a key person who is responsible for their care and educational needs. They build up positive relationships with the children, and liaise with the school, parents and children to get a good understanding of the individual needs of each child. This helps build bonds with the children who know who their 'special person' is.

Children's behaviour is good. They co-operate and show respect for each other. They discuss the rules each day with staff and take pride in earning stickers for a variety of positive behaviours and actions. Each day there is a 'top table manners' reward which encourages children to use good manners when eating. Once they have collected five stickers they are able to choose something from the reward box. Children take turns in clearing up the playroom, which helps them understand what and where the resources belong.

Children have a very healthy lifestyle. The menus offer them nutritious snacks, and fruit is out for most of the session for children to help themselves to. Water is available in all areas the children use, supporting their independence in recognising when they are thirsty. Children have undertaken activities about healthy foods and they can request other food they would like at snack time. They freely access the well equipped outdoors, getting fresh air each day.

Children access a wide range of good quality resources both inside and outside. Staff put out resources each day that link to the planned theme, the children's interests and activities that will help them develop their skills. Children are aware they can also ask for any other resources they may want out that day. They contribute to a wish list of resources or activities for the club to try and accommodate these requests. In addition to the two main rooms the club uses, they also have access other areas within the school

and two large playgrounds. The physical equipment and playing together help children understand about risk taking. They hang upside down on the bars or run up and down the hill together being careful not to knock each other over.

Staff support children's social development well, managing the wide age range of children within the club. They help children to learn about playing with different age groups and being respectful of the different abilities of others.

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

The club is part of a chain of after school clubs. Management ensures that all staff have a good understanding of the requirements of the Early Years Foundation Stage. Staff undertake safeguarding training and they are confident in knowing what to do if they have a concern about a child or a member of staff.

The staff work well as a team to ensure that they meet the needs of the children and that children are safe whilst attending the club. All staff have an appropriate first aid certificate and they make checks to ensure the areas are safe for children. At the start of each session, children play indoors until all the parents have left the playground. Staff lock the outside gates resulting in only parents of the children in the club being able to gain access. Staff use radio transmitters and receivers to communicate with each other so they are fully aware of where the children are. This enables them to communicate effectively when children are moving from building to building or moving playgrounds. Consequently, children play in a safe environment, which is suitable for their needs. Staff manage any accidents children have competently so the injury is appropriately treated and the details recorded. Parents are informed when they collect their child or sooner if it is serious. The registered person is aware of the timescales to report any serious incident or accident to the regulatory authorities. This helps to safeguard children's welfare.

The key persons are fully aware of the requirements to promote children's learning and development. They undertake observations on the children as they play. They share information with the teachers, and plan activities to help children develop further or consolidate their learning from school. Staff share regular information with the parents, keeping them fully aware of their child's experiences and development. They plan activities that the children will enjoy whilst supporting their all round development.

Robust recruitment procedures are in place to ensure that only suitable persons work with the children. Staff undertake training which includes safeguarding and food hygiene. Regular appraisals are in place for all staff, and those that are in their induction period have them more frequently. This results in new staff settling quickly and understanding their roles and responsibilities. Management encourage and support staff to undertake childcare qualifications to develop their knowledge and understanding of their role.

The club are always evaluating what they do. Each week the staff meet to discuss any issues and achievements. The children inform the staff of what they like and do not like,

and give ideas of how to improve the club. Parents have opportunities through their six weekly meetings with staff or through the questionnaires to voice their opinions. Management complete regular audits on the club to ensure they are offering the children a high standard of care and meeting the learning and development needs of each child.

Partnership with parents, the school and any other agencies involved with the children is good. Staff talk to the teachers and parents daily and have formal meetings every term to discuss individual child. They have frequent meetings with the head of the school to discuss the running of the club and the care of the children. Parents are fully aware of their child's experiences and progress. They have access to the club's policies and procedures, making them aware of their responsibility to support their children and staff, for example, making sure they shut the gate behind them. Parents are very supportive of the club. They state their children love coming here and they are kept fully informed.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	EY417630
Local authority	Windsor & Maidenhead
Inspection number	974048
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	54
Number of children on roll	69
Name of provider	The Gap Club Partnership
Date of previous inspection	not applicable
Telephone number	07970721007

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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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