

# The Gap Club After School And Holiday Club @ King's Court First School, Old Windsor



Kings Court First School, Ashbrook Road, Windsor, Berkshire, SL4 2NE

<b>Inspection date</b>	18 October 2017
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 the 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

### This provision is good

- Overall, the provider has a good understanding of her role and is supportive of her staff and manager. Staff adhere to practice for risk assessing the environment effectively, particularly for the outdoors after the school day is over, to keep children safe.
- Staff know the children well and offer a broad range of activities and resources. Children show that they enjoy attending, as they are motivated to take part and engage fully.
- Children have warm bonds with staff. They show an awareness of the expectations for their own safety and behaviour. For example, they listen as older children speak about the procedures for evacuation and fire-drill practice, and explain confidently their understanding of what staff expect of them and the routines of the day.

### It is not yet outstanding because:

- Practitioners operating the breakfast club do not receive as much information as the staff who care for children at other times, to help maintain continuity in children's care.
- Staff use the provider's policies and procedures efficiently to guide practice and keep children safe. However, the provider has not shared these effectively with parents so that they clearly understand all procedures, such as the responsible use of phones.

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

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

- extend the ways that staff engage with all professionals involved with the children who attend the setting
- review practice to improve the ways that parents are given information, including policies and procedures, to support the smooth and efficient running of the setting.

### **Inspection activities**

- The inspector observed staff interactions as children played indoors and outdoors.
- The inspector completed a joint observation with the provider and manager. They discussed how staff plan topics and activities for children to complement the learning they receive elsewhere.
- The inspector spoke with children, parents and staff.
- The inspector sampled the provider's documentation and children's records.
- The inspector met with the provider, general manager and manager. They discussed how staff update their skills and knowledge and how they evaluate practice.

### **Inspector**

Aileen Finan

## Inspection findings

### **Effectiveness of the leadership and management is good**

The provider uses effective systems for recruitment and induction, to ensure staff are suitable in their role. Staff benefit from in-house training to improve their skills. They state that they feel confident to ask for help if needed. For example, they seek support to guide their practice and improve children's enthusiasm and willingness to try out new things. Safeguarding is effective. Staff demonstrate a good understanding of all aspects of child protection. Overall, partnerships with parents are well established. Staff take time to find out about children's interests, and build on these as new children settle. For example, children are encouraged to add their choices of play activities and topics on the consulting board. Parents state that their children settle well and are building solid relationships with others at the club. Staff evaluate well. They value the views of teaching staff at school and of parents. The provider is also introducing new systems to engage better with parents. For example, she aims to further improve the ways that staff inform parents about what children do and achieve.

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

The manager takes a proactive role in working with teaching staff at the school, to ensure staff at the club have a good understanding of children's individual needs. Staff use effective ways to settle the children at the start of term. The manager ensures all children enjoy their time at the club and she acts on any concerns efficiently. For example, she recognised that the youngest children were arriving hungry, so she met with school staff to seek a solution and rectify this. Staff are skilful in how they interact with children. They are confident to play alongside them. For example, staff help children to learn new skills for racquet sports. They show children the best ways to hold the racquet and hit the ball. Staff invent games, particularly when outdoors, so that children can play alongside others to enhance their listening and communication skills and build on social interactions. Staff read books with children and help them to relax after the school day.

### **Personal development, behaviour and welfare are good**

Staff listen attentively to children. For example, they invite children to place their name against how they are feeling on the 'feelings board'. Staff take time to find out about what children have done during the school day. They support children's independence well. For instance, children understand the importance of self-care skills, such as handwashing prior to eating their snack. They enjoy nutritious meals and are willing to wash up and clear away afterwards. Staff help children to understand diversity, such as when children take part in activities that guide their awareness of cultural differences. Staff demonstrate, for example, how to knead and mould clay as children make diya lamps, and they encourage children to express their creativity as they design these. Children show interest in the sarees that staff bring in to help them learn about the different ways that people dress and how they celebrate their beliefs.

## Setting details

<b>Unique reference number</b>	EY489548
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	1017211
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	The Gap Club Limited
<b>Registered person unique reference number</b>	RP906437
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07970721007

The Gap Club After School and Holiday Club @ King's Court First School, Old Windsor re-registered in 2015. The after-school provision operates from 3.15pm to 6.30pm on Monday to Friday during term time, and the holiday club operates from 8.30am to 6.30pm on Monday to Friday during Easter school holidays and half-term holiday periods.

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