

The Gap Club

Inspection report for early years provision

Unique Reference Number	EY365039
Inspection date	23 June 2008
Inspector	Christine Coram
Setting Address	Ashley Junior School, Ashley Road, NEW MILTON, Hampshire, BH25 5BP
Telephone number	07875 412 467
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Registered person	Mind the Gap (New Milton) Community Interest Company
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Gap Club opened in 2008. It is managed by a Community Interest company and operates from Ashley Junior School. It has its own dedicated room and makes use of additional school facilities, including the music room, cookery room, gym and outdoor areas. It is situated in Ashley, New Milton. A maximum of 32 children may attend the setting at any one time. It is open each weekday from 15.00 to 18.00 during term time, and from 08.30 to 18.00 during the school holidays. All children share access to secure enclosed outdoor play areas.

There are currently 32 children aged from four to under eight years on roll. Children aged over eight also attend. Children come from a wide area and are collected from or dropped off from a number of schools. The setting currently supports children with learning difficulties and/or disabilities.

The setting employs five members of staff. Of these, four hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is promoted with extreme care. Thorough procedures are in place to ensure that children are fully protected in the case of accidents or medication. These include records that are very clear and completed in detail. Children's hygiene is a high priority and signs remind children to wash their hands after toileting, for example. There are very comprehensive procedures in place for nappy changing and personal care including the use of disposable mat covers, gloves and aprons.

Children's nutritional health is promoted effectively in every way. Staff meet any dietary needs carefully and thoroughly, recording in meticulous detail the symptoms of allergies and the foods that must be avoided. The snacks provided are nutritious and help children to make healthy choices. They select from cereal, fresh fruit, such as pineapple, or hot snacks on toast. They are provided with water to drink. An inviting array of posters gives information and positive messages about nutrition and gives the opportunity for them to record their 'five a day'.

Children's need for a regular intake of fluid is met effectively and with imagination. They are encouraged to see drinking water as a basic right and can freely access it throughout the session. This empowers the children to take responsibility for their own physical needs. They are also encouraged to see the washing of cups and plates as their responsibility.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children thrive and relax in the light, bright and spacious room that is child-orientated and welcoming. Staff have created a safe and delightful base for the children and make imaginative use of other areas of the school to further enhance the children's experiences. Children also benefit greatly from frequent use of the three different enclosed outside areas. They offer a garden, very large playing field and a play ground with an all weather surface.

Children are thoroughly stimulated and protected as they use the range of particularly good quality equipment that is maintained to a high standard through cleaning and checking procedures. They can access much of this wide range for themselves, in addition to the equipment that staff set out in an inviting and interesting way before they arrive. Equipment is carefully chosen to meet the needs of all the children that attend.

Safety is a high priority and detailed risk assessments and daily checks ensure that the children have freedom without being placed at risk. The assessments include issues relating to the use of wheel chairs and for outings. They are further protected because the staff have a clear understanding of safeguarding issues and procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children delight in the activities offered and benefit greatly from the imaginative and stimulating environment and atmosphere. The needs of all the children are met through the activities and many are child-initiated. For example, a child finishes an activity and picks up a ball to begin a game. Immediately, adults join in and move other resources aside to make room.

Equipment that stimulates their development fascinates all children, including those with specific requirements. They play together across the ability range and all children benefit from the equipment as they use the excellent choice in a number of different ways. The range includes musical and sound-making equipment, design projects, computer and homework area, physical play and craft activities and materials.

Children have wonderful opportunities to make decisions about the provision. They are empowered in this by the children's meetings where they discuss their ideas and take part in the planning for the setting. There is also a suggestion box, where they can offer their ideas at any time. They have a 'wish tree' on which they can express their wishes. Members of staff take note of these and try to incorporate them in the setting. They are also included in decision making, such as choosing and agreeing the rules for different activities.

Children thrive through the excellent support from staff, who are thoroughly interested in the children and their activities. They are skilled at asking questions and encouraging children to work things out for themselves. They support the children in taking responsibility for their actions, activities and environment.

Helping children make a positive contribution

The provision is outstanding.

Children flourish in the setting because the entire ethos is to include and value all children. They learn that their contribution is of value and that their opinions, feelings and ideas are of great worth. In addition to the suggestion box, wish tree and children's meetings, there is an area where they can place a symbol that represents their present emotion on a board and a member of staff will then follow this up with a conversation. Children that are more able can complete and entry in the 'worry book' and again, this is discussed with a staff member in confidence, if the child would like to do so.

The equipment and activities are very thoughtfully and successfully tailored to the individual children's needs. Age and stage appropriate resources are set out for the children who will attend each session. They are guided to them and supported extremely well by the staff team. The resources include images of a wide range of people that give a positive message about diversity to the children. Arrangements for children who have specific requirements are thorough and affirming, and the setting works closely and very successfully with the other adults involved in their care and education. The environment is accessible to all.

The staff team manage children's behaviour in an extremely positive and skilful way. Again, the methods take account of the individual needs and levels of understanding of the children. For example, older children are effectively cajoled into helping and taking responsibility, through humour. Less able children are steered gently in the right direction with encouragement and enthusiastic praise.

The setting is committed to working closely with parents and carers to provide the best possible care. Parents report that they are delighted with the care their children receive and confirm that this relates to their individual needs. They state that they receive excellent information from the staff about their children's activities and progress.

Organisation

The organisation is outstanding.

The setting meets the needs of the range of children for whom they provide. Suitable adults care for the children because the vetting and recruiting procedures are clear and robust. The setting places high priority on ensuring the suitability of staff. The documentation is exceptionally well organised and comprehensive. All the required documentation is in place, easily accessed by the relevant staff but confidentially stored so that others do not have access.

This is an extremely well organised setting where every facility is used to the full. The main room is set out to be inviting, safe and stimulating, and additional rooms in the school are used to provide for other activities as needed. Staff are deployed very effectively and support the children well. Wonderful resources are easily accessed by the children and used imaginatively to provide a superb range of activities.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk