

The Gap

Inspection report for early years provision

Unique reference number	EY317663
Inspection date	01/05/2009
Inspector	Elenora Griffin
Setting address	Hargate Lane, West Bromwich, West Midlands, B71 1PH
Telephone number	0121 5254442
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

The Gap Out of School and Holiday Play Scheme is a committee run group. It registered in 2006 and operates from one room within a community centre. It is situated on the outskirts of West Bromwich, near Birmingham. The provision is open each weekday from 07.30 to 09.00 and 15.00 to 18.00 during term-time and 09.00 to 18.00 during school holidays.

The Gap is registered to care for a maximum of 20 children aged from four to under eight at any one time and may also care for older children. The Gap is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early years age group on roll and 20 older children. The Gap currently supports a number of children with learning difficulties and/or disabilities and also a number of children who speak English as an additional language.

The Gap employs three members of staff who are supported by volunteers. Of the staff, two hold appropriate qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Children's welfare is not adequately safeguarded because appropriate information and checks have not been completed for all volunteers. Generally, children are happy and content in the welcoming environment of the setting. However, they do not benefit from being assigned a key person, or from planned supports for their individual needs as they progress towards the early learning goals. Although information gathered from parents and carers enables staff to meet children's immediate care and health needs, insufficient information is gathered in regard to children's parents and carers. Continuous improvement is disjointed and therefore the setting has not developed practice sufficiently in order to meet all of the statutory requirements of the Early Years Foundation Stage (EYFS).

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that an enhanced Criminal Records Bureau (CRB) Disclosure is obtained in respect of every person who works directly with children (Suitable people) (also applies to both parts of the Childcare Register) 22/05/2009
- ensure that there is a record of the name, home 22/05/2009

address and telephone number of any person employed on the premises (Documentation) (also applies to both parts of the Childcare Register)

- ensure that each child is assigned a key person and share relevant information with practitioners where children also receive education and care, in order to inform the provision of experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation)

22/05/2009

- ensure that records include the name and address of every parent and carer who is known and which of these parents or carers the child normally lives with (Documentation) (also applies to both parts of the Childcare Register)

22/05/2009

- ensure that information obtained from parents includes information about who has legal contact with the child and who has parental responsibility for the child. (Safeguarding and welfare)

22/05/2009

The leadership and management of the early years provision

Management have systems in place to review the provision annually and to identify some key areas for development, such as children's access to outdoor areas. Staff and volunteers are keen to access training and, where possible, this is focused on where knowledge and skills are most needed. Children are encouraged to share their views about the activities and resources they would like to use and staff are in the process of gathering feedback from parents. While these practices help to support improvement, they are disjointed. As a result, the provision has not been evaluated in order to ensure that it meets the EYFS requirements.

Generally, children's immediate care and health needs are appropriately met. Information from parents ensures that staff are aware of and meet children's health needs and have consent for seeking emergency medical advice or treatment. The name of one parent or carer and emergency contact numbers are recorded. However, children's welfare is not adequately promoted. This is because, information does not include the name and address of every parent and carer who is known, which of these parents or carers the child normally lives with, who has legal contact with the child or who has parental responsibility for the child.

All staff have completed child protection training and there is a comprehensive child protection procedure in place that is accessible to parents. However, adequate steps have not been taken in order to ensure that children are fully safeguarded. This is because no record has been made of the name, home address and telephone number of two volunteers working with children on the day of the inspection and the setting has not obtained an enhanced Criminal Records Bureau (CRB) Disclosure for either volunteer.

The quality and standards of the early years provision

Generally, children are happy and have fun accessing the games and resources readily available in the setting. Children benefit from sociable snack and meals times when they sit together, chatting with each other and staff as they enjoy the regular food and drinks provided. They learn about the importance of hand washing and are starting to learn about healthy eating through planting seeds for the setting's vegetable patch. Children are well behaved, playing harmoniously and cooperatively together as they play cards, board games and role play. They greatly enjoy the role play area, where they use their imaginations to create a busy office. Staff have a nice rapport with children, supporting and encouraging them in their play and rotating resources to offer children variety in their choice of resources and role play themes. Children actively contribute to the setting, giving their views about why they need to follow certain rules and helping to tidy up at the end of each session. During the later part of the evening, children enjoy sitting comfortably to listen to stories.

However, children's early learning and development is not adequately supported. There is no key person system in place to ensure that each child's needs are being promoted in partnership with parents and carers. Although children mainly receive education and care in other settings, no information sharing systems have been established with those settings in order to provide children with continuity and coherence in their care, learning and development. Staff consider the resources that they set up for children and provide them with some interesting experiences. However, they do not plan experiences which are appropriate to each child's individual stage of development as they progress towards the early learning goals.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	4

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability to care for children) 22/05/2009
- take action as specified in the early years section of the report (Records to be kept) 22/05/2009
- take action as specified in the early years section of the report. (Records to be kept) 22/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability to care for children) 22/05/2009
- take action as specified in the early years section of the report (Records to be kept) 22/05/2009
- take action as specified in the early years section of the report. (Records to be kept) 22/05/2009