

The Gap

Inspection report for early years provision

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Inspector

Linda Tomkins

Setting address

Hargate Lane, West Bromwich, West Midlands, B71 1PH

Telephone number

0121 5254442

Email

bridgingthegap04@yahoo.co.uk

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

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 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 on the outskirts of West Bromwich, near Birmingham. Access to the premises is on ground floor level. The provision is open each weekday from 07.30am to 09.00am and 03.00pm to 06.00pm during school term-times, and 08.00am to 06.00pm during school holidays. It also offers weekend play-days.

The Gap is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children under eight years may attend the setting at any one time. There are currently eight children in the early years age group on roll and 26 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 four members of staff, three of whom hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe and secure environment where they are able to make satisfactory progress towards the early learning goals through a range of varied activities that challenge and stimulate their interest. This is an inclusive setting, where each child is recognised as unique and staff ensure that generally their individual needs are met. There is an effective working partnership with parents and the majority of the policies and procedures are implemented. This helps the group to further develop methods to reflect on their practice and to monitor the care and education of children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that there is appropriate fire detection and control equipment which are in working order so that the safety of children is promoted (Suitable premises, environment and equipment).
- 21/04/2010

To further improve the early years provision the registered person should:

- ensure Ofsted is informed of changes to operating hours
- review planning to ensure children attending the holiday playscheme have regular opportunities for outside activity to further develop their

understanding of the importance of physical activity.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of safeguarding children and of their role and responsibilities in reporting concerns. The setting has effective procedures to ensure children are safe and their welfare is promoted, for example, appropriate recruitment and vetting procedures are in place. However, they do not have appropriate fire detection equipment to further ensure the safety of children.

The setting has systems to ensure that most of the members of staff are qualified and that all staff are suitable to work with the children and that their continued suitability is monitored. Staff attend training to increase their knowledge and skills. Daily visual checks are undertaken on all parts of the premises that the children come into contact with, and comprehensive risk assessments ensure there are no hazards. All of the required policies, procedures and documentation are kept on the premises, together with details of the regulatory information regarding children's individual needs. Generally, the group implements their policies and procedures to ensure most aspects of children's welfare is protected.

The partnership with parents is developed to ensure they are aware of the activities their children are provided with. They receive newsletters and verbal information from the children's key worker each day. Parents have open access to the children's files, and daily communication between staff and parents helps to keep them informed of their children's care and well-being.

The setting has developed procedures for identifying any additional help required for the children to ensure that each child benefits from appropriate support for their development and they benefit from a positive experience. A settling-in and admissions procedure means that children feel reassured by the staff, who create an environment which is welcoming and accepting of everyone. Extra sessions are offered during the weekend but the setting has failed to notify Ofsted of the extended operating hours. Children in the setting attend other settings that deliver the Early Years Foundation Stage and senior staff have developed a home/school message book with local schools to share information and plans to avoid duplication of activities.

The management has a commitment to the further development of the setting. They have plans to create an outside play area and hold their first Children's Forum meeting.

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

All children are fully included within the group because staff ensure children are able to access a range of activities and equipment. Children cooperate with each other, sharing resources as they play together with the dolls and dolls' houses.

They choose a variety of writing materials and creative resources to make collages, for example, large paper figures of their favourite superhero.

Children can self-select resources as they are stored at a low level and clearly labelled. Their technology skills are developing, as they are introduced to a computer and battery operated equipment. The setting is aware of and has resources to reflect other cultures and minority groups, for example, books and various play figures. Staff skilfully engage with the children by talking to them and encouraging independence. For example, children help themselves to drinks and fruit and help to tidy the toys away.

Staff have records on each child's progress and preferred methods of learning and activity. They work with the parents and ensure they have access to their children's files. There is a formal method of monitoring and evaluating the activities provided for children to measure the effectiveness of staff practice and the children's progress in the Early Years Foundation Stage.

Children are learning about the natural world as they discover growing materials when planting seeds and growing them in the small outside area. However, the children who attend the all day holiday play scheme do not have daily access to outside play for physical activity and fresh air. Staff encourage the children to extend their understanding of number and problem solving by counting and reasoning during daily routines. Children use paint brushes, pens and scissors with increasing control, and enjoy their sensory play with water, play dough and sand.

Space within the setting is well-utilised so that children can choose their own activity, such as playing in the role play area, which has currently been transformed into a Tardis, and playing group games such as Twister. Children are able to move freely between activities and generally play companionably side by side. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before food and after visiting the toilet. Meal times are sociable occasions, with staff ensuring children sit together and use the time to share news.

Children are taken on trips in the local community, to visit farms and adventure playgrounds, to enhance their sense of the world about them. Behaviour within the setting is good, children understand levels of acceptable behaviour and share and take turns. Staff manage behaviour in a calm, consistent manner and are positive role models. Children treat one another and staff with affection and respect. The confidence they develop through their time in the setting ensures that they continue to develop as active learners and are prepared for the future, as well as contributing to their literacy and communication skills.

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

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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|--|---|
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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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