

The Gap Club After School Club

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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).

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.

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Description of the setting

The Gap Club was registered in 2004 to provide out of school care. It operates in a detached building, the hall and several classrooms within Englefield Green school. There are kitchen and toilet facilities available as well as a secure outdoor play area. It serves families from the local schools, the local community and surrounding villages. The group operates Monday to Friday between 15:00 and 18:30 in term time only. The club supports children with special educational needs and/or disabilities and those learning English as an additional language.

The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children aged between three and eight may attend the club at any one time. Currently there are 70 children on roll, 14 of whom are within the early years age range.

There are five members of staff and a support worker who are employed. Two hold NVQ Level 3 qualifications in Play work; two hold NVQ Level 2 play work and one is an unqualified worker. A ramp facilitates access to children who require disability access. The club has established links with Surrey Early Years Service and the main primary schools where the children come from.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Provision in The Gap Club is outstanding. Children's learning and development is promoted very well in a stimulating and harmonious learning environment. Staff have well established systems that ensure that all children are included in the range of activities and use of equipment. Parents and carers are very happy and confident about the quality of care and support their children receive. The setting knows itself very well and therefore has an outstanding capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that all staff, including those who have recently joined the setting, have the required childcare qualifications

The effectiveness of leadership and management of the early years provision

Staff are committed to ensuring the club runs very smooth on a daily basis. Policies are accessible, well maintained and regularly reviewed. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to protect the children and keep them safe. Managers actively work with parents and staff to review safeguarding systems such as the recent review of procedures for collection

of the children in order to keep them safe and well protected.

Self-evaluation is accurate and staff have good access to training programmes and support from external agencies which assists them in improving the quality of provision. The robust performance management systems are a key factor in driving improvement. The club's achievement award from the Surrey Early Years Service is recognition of the leaders' efforts to improve the quality of provision. The club has excellent links with local early years service which has improved the quality of provision. The club works closely with the main primary school to share information on the children's assessments.

Staff work well together as a team which ensures consistency of approach in the care and education of the children. All children are fully included in the range of activities and use of equipment. The club is well resourced and makes effective use of the indoor accommodation to facilitate children's game sessions and learning opportunities.

Partnership with parents is outstanding. 'Fantastic, there are lots of activities for the children to do': 'Staff are approachable and helpful': these comments reflect parents' very positive views of the club. The club maintains very good links with the parents which enhances the continuity in children's learning. Parents contribute valuable background information about their children on entry to the after school club and to ongoing assessments. This assists staff in addressing the individual needs of the children well. Parents are regularly kept informed of the club's activities and events through regular newsletters.

Leaders have effectively addressed the issues identified during the previous inspection. For example, staff have undertaken a range of courses which has supported them in meeting the needs of children with special educational needs and/or disabilities well.

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

The club is popular with the children and staff provide a wide range of meaningful activities which engage the children's interest for extended periods. Children enjoy and enthusiastically undertake the activities provided. They confidently approach staff and engage in lively conversations. Children have exciting opportunities to learn through a lively and interesting range of activities which allow them to explore and learn about the environment. For example, they make good use of their imagination to make paper planes and 'fly' them around. They have valuable opportunities to learn through enjoyable games and active outdoor game sessions such as netball during which they demonstrate good hand and eye coordination. Children use the spacious, outdoor environment for ball games and make imaginative use of a range of suitable outdoor play equipment.

Planning is comprehensive and covers all areas of learning with a balance of child initiated and adult directed activities. Staff use information from their ongoing assessments of what the children know and can do to carefully plan activities that

take them to the next stage in their learning. Consequently, children are making outstanding progress towards achieving the early learning goals. A wide range of interesting activities that sustain the children's interest are provided. For example, games and local visits are planned to develop children's knowledge and understanding of natural features and the world around them.

The celebration of cultural activities and exploring a range of cultural foods such as Indian samosas is helping children to develop awareness of other cultures. Staff make good use of discussions to develop children's knowledge of diversity well. Behaviour is good. Children play well together and are happy to share resources and equipment. Staff positively interact with the children, support them well during activities which assists them in having fun as they learn. Children's increasing levels of independence is evident as they wash and dry their hands after activities and put on aprons with minimal assistance. They make a positive contribution towards the planning through the well established 'wish fish'. This enables them to put forward suggestions for activities they would like to undertake. Membership of the Gap Club Council encourages children to make valuable contributions that help to facilitate the smooth running of the club. Staff supervise children well during activities which promote their safety and well being. Children have continual access to water and are provided with a healthy selection of fruit during snack times, which is an enjoyable social event. All these activities help to prepare children very well for their future.

The children's direct access to the spacious outdoor area provides them with opportunities to undertake safe but active ball games and make effective use of climbing and balancing equipment which supports their physical development very well. The indoor learning environment is spacious and colourful, with attractive displays of children's work.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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