

# The Gap

Inspection report for early years provision

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**Unique reference number** 311859  
**Inspection date** 12/10/2010  
**Inspector** Jim Bostock

**Setting address** Hexham Old Road, Ryton, Tyne and Wear, NE40 3ES

**Telephone number** 0191 4136189

**Email**

**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 out of school club opened in 1996 and is operated by two individuals. It operates from the old staff room and small hall within Crookhill Primary School in the Ryton area of Gateshead. Children also have access to the school hall, IT room, library, outdoor playground and school field. The club serves the local community and also accepts children from Carrhill and St John's schools in Gateshead.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is registered to provide care for a maximum of 22 children under eight years at any one time. There are currently 23 children on roll, of these 18 are under eight years and four of these children are in the early years age range.

The group opens five days a week during term-time only. Sessions are from 8am to 9am and 3.15pm to 6pm, Monday to Friday. There are three regular members of staff, including the manager and two standby members of staff who work with the children. Four of the staff have a recognised Level 3 early years qualification and one has a Level 2 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel happy to attend this setting as they are well cared for and relate very well to staff and each other. All children are treated equally, with respect, acceptance and inclusion of any individual need related to culture or disability. Children are developing appropriately as they have access to fun activities which cover all six areas of learning. Staff are warm and caring as they help children's play. Children thoroughly enjoy the mix of indoor and outdoor play which they choose. Most documentation and procedures are in place to a satisfactory standard. While systems for self-evaluation are still in the early stages of development, overall the setting shows an appropriate commitment to continuous improvement.

## What steps need to be taken to improve provision further?

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

- update the risk assessment procedures to ensure all risks are clearly identified in all areas which may be used by children
- review the policies and procedures for the administration of medication with regard to medicines for allergic reactions
- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self-evaluation, leading to clear identification of targets for further improvement

- develop the systems for sharing and collecting information from other settings where children receive care and education to promote continuity and coherence while working together to identify children's learning needs.

## **The effectiveness of leadership and management of the early years provision**

All staff are confident in their roles and responsibilities in relation to safeguarding children in their care. They have appropriate knowledge of the child protection procedures to follow to safeguard children, which means they successfully contribute to the children's welfare. Children's safety is given high importance and staff carry out risk assessments, however, these assessments do not fully cover all areas children may use. This limits the consistency of approach to dangers necessary to ensure risks in the setting are minimised. In addition, the administration of medication policy and procedure does not clearly identify how staff are to help children with severe allergies.

Staff are still adjusting to the smaller space available since their summer move to the rooms currently used. Staff provide children with a balanced range of resources and activities, ensuring they have opportunities for enjoyable activities covering all six areas of learning. The staff team is a cohesive unit and have been together for many years providing a stable environment for the children. Staff deploy themselves effectively to ensure they can offer children support and supervision at all times. Children's differing backgrounds and abilities are valued and respected by staff. Children are encouraged to learn about the wider world. Appropriate procedures are in place if needed to support children who speak English as an additional language and those with special educational needs and/or disabilities.

Relationships with parents and carers are very good. Parents say that children are progressing well, particularly with their relationships and their communication skills. Parents are particularly impressed with the staff who are 'absolutely lovely' and 'really friendly'. The club enjoys a positive and constructive dialogue with the school which children attend; however, these relationships have not been used effectively to identify children's progress and to make plans for their future development. The staff team is committed to improving but has just started organised self-evaluation. The result is that methods for identifying weaknesses in order to implement improvement are not consistently effective.

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

Children have good relationships with staff and their peers and are extremely happy and settled in the setting. Staff ensure children feel comfortable and secure in their care and are responsive to children's individual needs. Children are well behaved and respond well to the routines and consistent boundaries that are in place. Staff know the children well and ensure methods used for behaviour management are appropriate to the age and understanding of the children

attending. Children are encouraged to help with the tidying up and they do so readily. All children receive lots of praise and encouragement from staff throughout their time at the setting.

Although there is planning, observation and assessment in place, this does not use available information from the school setting. Key staff are knowledgeable about the six areas of learning and have an informal system to monitor children's development and identify their next steps of learning. Children's independence is promoted as they are able to make their own choices from the wide range of activities and resources provided. Staff interact very well with all children. They take time to talk and play with individual children to ensure they are developing their skills and learning. This ensures children are happy and engaged in their learning and play.

Children develop and progress well in personal social and emotional development and communication, language and literacy. For instance, children show care for each other by welcoming others into their game with small world figures. They show each other how to twirl hula hoops around and generally are friendly and respectful with each other. They use a good range of words and sentences to speak with purpose and are beginning to write their own name.

Children are developing their understanding of a healthy lifestyle and understand about washing hands to prevent germs that might make them feel poorly. They eagerly play in the adjacent outdoor area which gives them the opportunity to exercise and learn while playing in the open air. Their sense of enjoyment and achievement is evident from their happy and excited faces. Children are helped to understand about playing safely by the vigilant staff and say they feel safe. They have regular fire drills, but these are not fully recorded. Children's sense of responsibility, care for others and good communication skills, which are well promoted at this club, are essential aspects for their future well-being.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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