

# The Gap Club

Inspection report for early years provision

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**Unique reference number**

EY365039

**Inspection date**

18/10/2010

**Inspector**

Brian Evans

**Setting address**

Ashley Junior School, Normans Way, NEW MILTON,  
Hampshire, BH25 5FN

**Telephone number**

01425626158

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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 opened in 2008. It is managed by the 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. Children over eight also attend. There are currently 94 children aged from four to under sixteen years on roll. This includes one child from the Early Years Foundation Stage. The setting is open each weekday from 3pm to 6pm during term time, and from 8.30am to 6pm during the school holidays. All children share access to secure enclosed outdoor play areas. Children come from a wide area and are collected from or are dropped off from a number of schools. The setting currently supports children with special educational needs and/or disabilities. The setting employs six members of staff. All staff hold at least Level 2 playwork qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The quality of provision is outstanding. Children of all ages make excellent progress in their learning and development because they are provided with high levels of care and activities which build on their work in the mainstream school. Very strong partnership with parents and feeder schools enable the setting to be fully inclusive and to provide very well for the individual child. Children feel very safe and secure and have access to a wide range of play experiences and activities. Staff work together as a well-knit complementary team and continually strive to improve the provision through careful reflection on their practice.

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

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

- extend partnerships further within the community and seek out further local expertise to support children's learning.

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

The very experienced manager is an outstanding, dynamic leader who is supported by a very effective team of staff. The setting successfully complements what the children do in school through creating a variety of play opportunities that cover all areas of learning. Staff eagerly take up training opportunities to further develop their roles and extend good practice. A strong focus on meeting the requirements of the Early Years Foundation Stage is confirmed in practice by evidence of excellent early years learning profiles. Safeguarding procedures are very robust.

No adult or visitor is allowed to be alone with a child unless they have undergone rigorous checks with regard to their suitability to work with children. Well organised documentation, risk assessments and detailed records ensure that the children are cared for appropriately. Policies and procedures and their impact are updated regularly to ensure that they reflect the best practice and are followed consistently by staff.

The setting's self-evaluation process is rigorous and the impact of new initiatives are closely monitored. Staff listen closely to what parents and children suggest and respond to their views. For example, in following through with them the individual targets that both the setting and parents agree for their child. Regular surveys of parents through informal discussion and questionnaires together with a well structured programme of activities underpin the setting's success. The setting works in productive partnerships with a number of outside agencies including the local authority and social services. These visit regularly and take part in the self-evaluation process. The club has a number of children with special educational needs and/or disabilities and works closely with the host school's special educational needs coordinator. All of the above factors underpin the setting's outstanding capacity to sustain improvement.

Resources are deployed to their best advantage and accessible for all ages including early years children. The setting's relationship with the host school is such that it has extensive use of its excellent facilities. The available space is very well managed and includes the main hall, the well-equipped playgrounds and large apparatus adventure activities.

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

As soon as they arrive at the setting, children settle very happily, relate very well with one another and have fun. Children arrive from a wide catchment area and immediately join in activities with their friends in the setting. They are confident and respond to the well planned and stimulating environment and the themes which are set out for them daily. If there are difficulties on arrival the staff sort these out very quickly and constructively. Children confirm that they feel very safe in the setting

Boys and girls enjoy equally the full range of resources in the base area. The chilly weather during the inspection did not deter outside play in the playground. The staff unobtrusively ensure that no child is left out and offer themselves as very good role models by playing alongside a child. Thus every child feels valued and cared for. Each child has an excellent relationship with staff and in turn are treated and guided as individual personalities. Social and emotional needs and additional needs are met very well by sensitive adult intervention.

Brief but well-written observations by staff are placed in the learning profiles. These are regularly analysed very carefully by a child's key person and the appropriate steps identified for each area of learning. The assessment records confirm the care with which staff provide very suitable experiences for early years

children and how they complement their work in mainstream school.

The setting's focus on welfare is excellent. Hygiene and health are emphasised and reviewed constantly. The setting keeps up to date on current health issues. Children enjoy eating their fruit and drink and use the occasion to confidently talk with adults and with each other. Discussions with children confirm an excellent understanding of effective hygiene routines and the benefits of an active lifestyle. Behaviour throughout is outstanding and activities are characterised by a willingness by older and younger children to share and cooperate with each other.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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

Met