

Gaps Abington Community Out Of School Club

Inspection report for early years provision

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Inspection date	28/07/2011
Inspector	Lynn Clements
Setting address	Great Abington Primary School, 68 High Street, Great Abington, CAMBRIDGE, Cambridgeshire, CB21 6AE
Telephone number	07851 933451
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Type of setting	Childcare - Non-Domestic

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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

Gaps Abington Community Out of School Club is run by a management committee. It opened in 1999. It is situated in Abington a village on the outskirts of Cambridge. A maximum of 40 children may attend the out of school and holiday club at any one time. There are currently 11 children in the early years age group on roll and 62 older children. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The out of school club is open each weekday from 7.45am to 8.45am and from 3pm to 6pm during school term time. They also offer a flexible play scheme programme which is open from 8am to 6pm during some of the school holidays and school closure days. All children have access to an enclosed outdoor play area.

The out of school club employs nine members of staff. Four members of staff hold appropriate early years qualifications and two are currently working towards recognised early years training.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are not fully safeguarded because there is a significant weakness in management's understanding of robust employment procedures and the records that are required. Staff have a good knowledge of each child's needs and this enables them to promote their welfare and learning successfully. Partnerships with parents, the local pre-school and the primary school are good and ensure that the needs of all children are met, along with any additional support needs. This means that children make good progress given their age, ability and starting points. Regular self-evaluation by the management team and staff makes sure that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

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:

- take action to make sure that adults having unsupervised access to children are suitable to do so: this refers in particular to making sure that all records used to assess suitability are in place (Suitable people) 11/08/2011
- ensure that records required for the safe and efficient management of the setting are easily accessible and 11/08/2011

available for inspection (Documentation).

To improve the early years provision the registered person should:

- develop further the current systems of assessment for learning to make sure that children's next steps are clearly identified in order to build on what they know and can do.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children in relation to staff recruitment are not robust and the systems that are in place are currently ineffective. At this inspection the manager was unable to provide evidence that Criminal Records Bureau checks and references are in place for members of staff. In addition, staff training and required qualification certificates were not accessible for validation. This potentially compromises children's safety and gives them a false sense of security with regard to feeling safe. These issues are breaches of the welfare requirements.

Staff demonstrate a sound understanding of the setting's written safeguarding policies and procedures in relation to child protection and how to make a referral if they have a concern. Written risk assessments are in place and the setting clearly identifies dangers and takes positive steps to eliminate potential hazards, helping children to keep themselves safe. Deployment of resources is good and child-height storage enables the children to make their own decisions and develop their self-help skills. The available resources are used well to achieve the planned goals in learning and development. The environment is conducive to learning. Children achieve well as a result of the setting they are in. The provider is taking appropriate steps to ensure resources and the environment is sustainable. For example recent grants have been successfully acquired, providing children with a good range of information communication technology equipment and resources. In addition, the setting has appointed an administrator who makes sure that funding is available for the maintenance of the building.

There is no bias in staff practice in relation to gender, race or disability and this positive approach makes sure that staff provide children with constructive learning experiences of the wider world. For example, through project work children learn about different countries around the world. Staff have a good knowledge of each child's background and needs, helping them to plan and provide learning opportunities based on the children's interests. Staff identify a child's need for additional support as early as possible: they share information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the support he or she needs.

Good partnerships are in place with the local primary and pre-school. Key members of staff work in these other settings and as a result have pertinent knowledge of each child in their care. This enables them to plan and promote children's achievement and well-being as they move between these settings. Parents and carers views are regularly sought and used to inform important

decisions about the provision. Children have good opportunities to share their views about the provision and be involved in some of the decision making procedures. Parents and carers are kept well informed about their children's achievements. There are clear and accessible channels for parents and carers to communicate with the setting. Parents report that staff are friendly and approachable and that they would recommend the provision to others without hesitation. Good systems are in place to reflect on future development with regard to making and sustaining improvement.

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

Staff have a good knowledge and understanding of the Practice Guidance for the Early Years Foundation Stage. They use their knowledge to support children as they learn through play and enjoyable activities. A key person system is operated and this enables members of staff to make observations of the children as they progress towards the early learning goals. However, current learning records do not clearly include children's identified next steps for learning to make sure that future planning securely builds on what the children know and can do. This has been identified by the manager and the early years coordinator, and plans are in place to address this in the Autumn term.

Children are keen communicators and demonstrate confidence as they move freely around the setting. They enjoy developing their understanding about information communication technology as they use robots, computers and cameras. Children use their imagination creating their personal works of art using a wide range of creative media. They enjoy making three dimensional models from click together bricks, talking avidly about the transformers they have made. Children take pleasure in using their imagination based on real experiences, for instance as they engage in hairdressing role play. They have good opportunities to develop their physical skills, accessing the garden freely and having great fun when the travelling circus skills group visit the club. Children demonstrate their developing skills as they balance on stilts, unicycles and the tight rope, or improve their hand eye coordination as they spin plates and tops on sticks. Children are learning about simple sustainability as they grow fruit and vegetables in their garden, such as tomatoes. Behaviour is good and they demonstrate care and consideration for each other, learning to take turns with resources and to help each other. For example, they use the unicycles and help each other to initially mount, then ride them.

Children have a good understanding about personal hygiene routines and keeping themselves fit and healthy. They learn that healthy eating and regular exercise helps them to grow strong. Children know why they need to wash their hands and bright strategically placed posters provide pertinent reminders. They enjoy a good range of healthy snacks, and parents and carers support the clubs healthy eating programme when providing their packed lunches. Children learn to move safely both inside and out. They develop their understanding about the importance for fire evacuation procedures and using equipment and single-handed tools with care. However, they are given a false sense of security about adults working in the

setting in relation to the current inadequate measures with regard to staff recruitment and vetting procedures.

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?	4
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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:

- ensure that records required for the safe and efficient management of the setting are easily accessible and available for inspection (Suitability of persons to care for, or be in regular contact with, children)(also applies to the voluntary part of the Childcare Register). 11/08/2011

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 compulsory part of the Childcare Register (Suitability of persons to care for, or be in regular contact with, children). 11/08/2011