

GAPS Abington Community Out Of School Club

Inspection report for early years provision

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Inspector	Sarah 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 registered in 1999 and is managed by a voluntary committee made up of parents of some of the children who attend the club. It operates from a modular building within the grounds of Great Abington Primary School in Abington, Cambridgeshire. A secure enclosed playground is used for outdoor activities, and children have occasional access to the school hall and outdoor swimming pool. The club is open each weekday, during school term times. Breakfast club sessions operate from 7.45am to 8.45am and after school club sessions operate from 3pm to 6pm. The club also opens during some school holidays, with sessions operating each weekday from 8am to 6pm. Children attend for a variety of sessions.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years may attend the club at any one time. There are currently 19 children attending who are in the early years age range. Care is also offered to children aged over five years to 11 years. The club is currently supporting a number of children with special educational needs and/or disabilities, and children who have English as an additional language. There are 10 members of staff, including, the manager. Four staff hold relevant early years qualifications to level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a very welcoming and stimulating environment where all children are fully included in all aspects of the provision. Children enjoy a wide range of activities which complement their good progress towards the early learning goals, including some activities that support their awareness of diversity. Children's progress is promoted further because the setting has effective systems in place to share information with the host school and adjoining pre-school. Partnerships with parents and carers are a significant strength of the provision. The manager and staff team regularly reflect on their practice and self-evaluation is used well to bring about future improvements to the provision.

What steps need to be taken to improve provision further?

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

- strengthen children's awareness of differences in gender, ethnicity, language, religion, culture, and special educational needs and disabilities by providing more positive images, and sharing and celebrating a wider range of practices and special events.

The effectiveness of leadership and management of the early years provision

Robust procedures are followed to ensure children feel very safe and secure at the club. All staff are fully aware of their responsibilities in protecting children and many have completed relevant safeguarding training courses. This means that they are able to act quickly and effectively if they have a concern about a child's welfare. Children are fully protected by the club's robust recruitment and induction procedures as these ensure that they are cared for by suitable and qualified staff. Rigorous risk assessments, sometimes involving the children, help to maintain a very safe and secure environment for the children. There is a very good range of exciting toys, games and resources to meet the differing needs and interests of all children attending the club. The environment is bright and child-friendly with well-defined areas for different types of play and resources that are easily accessible to all children.

The club has secured a number of significant improvements since the last inspection. For example, all of the required documentation is now readily available to support the safe operation of the provision, including clear records of enhanced Criminal Records Bureau disclosures for all staff. The manager and staff have a good understanding of the club's key strengths and weaknesses as they make use of a range of self-evaluation tools. This includes the use of annual satisfaction surveys which are purposeful in gathering the views of parents and children. Any suggestions and comments are fed back into the club's overall self-evaluation and used to influence any targets for future improvement. For example, a compact disc player was purchased and the range of outdoor resources developed following requests from the children.

The staff demonstrate a strong commitment to identifying any child's need for additional support, sharing information with parents and outside professionals when appropriate. As a result, outcomes for children with special educational needs and/or disabilities are well promoted and effective steps are taken to ensure children receive the tailored support they need to be fully included in all aspects of the club. There is an extremely strong partnership with parents and carers which promotes excellent communication regarding children's individual needs and well-being. Parents are warmly welcomed into the club and staff engage with them exceptionally well. They have ample opportunities to contribute to the club's activities as they are encouraged to provide seeds for children to grow and recipes for them to cook. An array of information is provided for parents in a variety of ways, including informative newsletters, displays and photographs in the children's individual communication books. This means that parents feel extremely well informed about the provision and their children's progress. There is a strong sense of community cohesion at the club because several of the staff have close working links with the host school and adjoining pre-school. This enables them to observe children in the other setting's they attend and to routinely share information with other practitioners. The club also promotes further continuity for children as they strive to reflect many aspects of the school's core values and themes into the activities provided at the club.

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

Children develop a strong sense of belonging as the staff adopt a relaxed, inclusive and supportive approach. Younger children settle very easily when they arrive, finding resources that capture their interest. For example, they help themselves to dressing up clothes before engaging in role play following a school theme. Staff are deployed well to enable them to provide children with good levels of support and direct attention throughout each session. As a result, there is warm and respectful interaction between staff and children, who know each other well. Staff fully respect children's choices and decisions as they play and are mindful of the need to offer children time to relax outside of the school day. For example, children make good use of a quieter corner which offers comfortable cushions to relax on. Children who choose to be active are also well supported as they have daily opportunities to play outside in the fresh air. They actively exercise and expend their energy as they run around freely in the playground and use a wide range of outdoor equipment, such as, footballs, hoops and large climbing apparatus. Children make very good use of space as they initiate various games using a large parachute. They share this popular resource very well, and older children are very considerate of the younger children as they ensure they have a turn to sit in the middle of the parachute.

Since the last inspection, the staff have worked hard to develop the systems they use to observe and assess children's learning and development. For example, they now keep records of their observations of children's play, collating these together and using them to plan for the next steps in children's learning. They demonstrate skilful use of the Practice Guidance for the Early Years Foundation Stage which helps them to provide a provision that reflects all six areas of learning and builds on children's progress. Children enjoy exploring their creativity using a wide range of art and craft materials. For example, they manipulate and mould pieces of play dough to make models of insects, and spend considerable time positioning small beads on a board to create flag and flower designs. Younger children also enjoy using their senses to explore trays filled with slimy 'goo' and smell pots of fragrant herbs. As children play, the staff make good use of opportunities to consolidate and extend children's learning. For example, they promote children's numeracy skills as they encourage them to count the number of goals they score during a game of table football. They also extend children's literacy skills as they encourage them to practise writing their names on their finished drawings. Children benefit from a wide range of resources that support them to develop strong skills for the future. For example, they demonstrate competent skills in using everyday technology as they operate the club's computer consoles and enjoy learning how to use a digital camera.

Children's behaviour is highly positive. This is because the staff provide lots of praise and encouragement and place emphasis on valuing each child's contribution to the club. There is generally good provision to promote children's awareness of diversity including displays of people from different cultures and opportunities for children to try noodles during Chinese New Year. However, these opportunities are not yet fully extended to strengthen children's wider awareness of differences in

gender, ethnicity, language, religion, culture, special educational needs and disabilities.

Children benefit from freshly prepared breakfasts, snacks and light teas which constitute a healthy and balanced diet. They are supported to make healthy choices for themselves as they enjoy eating the tomatoes they grow at the club. Good personal hygiene is an integral part of the children's daily routine as they confidently wash their hands before eating, with little need for prompting from the staff. Children show good awareness of issues relating to their own safety. They benefit from valuable opportunities to take risks in closely supervised situations, such as, learning to balance on the tyres and using a toaster at breakfast times.

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?	2
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	2
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	2
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	1

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	2
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: Met

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