

The Gateway After School and Holiday Club

Gateway Centre, Perry Road, Harlow, ESSEX, CM18 7NR

Inspection date	02/05/2013
Previous inspection date	15/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide a well organised environment that promotes fun play activities that span all areas of learning for children, following a long day at school.
- The friendly and enthusiastic interactions between staff and children help them form secure attachments quickly and children demonstrate they feel safe and confident in the care of staff.
- Children help to devise the rules and boundaries enabling them to develop secure understanding of acceptable behaviour.
- Effective partnerships with parents help to support children's welfare and learning.

It is not yet outstanding because

- There is scope to further support children's literacy skills by creating an attractive area for children and staff to share books together.
- Opportunities to develop individual children's independence skills are not fully explored.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed practice outdoors in the main hall.
- The inspector checked a range of documentation, including those relating to safeguarding.
- The inspector observed a number of children's activities throughout the inspection.
- The inspector gathered the views from parents available to speak to her.

Inspector

Clair Stockings

Full Report

Information about the setting

The Gateway After School and Holiday Club registered in 2004. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by the Gateway Christian Fellowship and operates from a community centre in Harlow, Essex. The club employs 12 members of staff, six of whom hold appropriate early years qualifications.

The after school club opens each weekday from 3pm to 6pm during term-time and from 8am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 11 children attending who are in the early years age group. The club also cares for children aged five to 11 years old.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children's literacy skills further by creating an attractive book area where children and adults can enjoy books together.
- develop children's growing independence by providing opportunities for them to help prepare food and serve themselves at snack time.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at the club. They demonstrate a positive approach to learning supported by the cheerful interactions of the staff caring for them. Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They explore and play, displaying emerging levels of independence and self-confidence. They quickly find an activity, and chat with their friends. Children choose resources and activities, and initiate their own play. Therefore the setting complements the children's structured day in school. A variety of activities and resources are available to the children to meet their needs after school hours. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where and with whom they play. Consequently, children have fun and clearly enjoy their time after school. Staff place the emphasis on learning through play, having fun and building positive relationships. They gather some initial information from parents about children that includes details about activities they like participating in, which help staff to establish children's interests. They make effective use of observations to identify children's next

steps in all required areas of learning. Staff have a thorough knowledge of the children for whom they are responsible. They talk in detail about what these children can do and how they plan to help them progress. Planning is flexible and influenced by the children's choices, ideas and play preferences. Children's progress is shared with parents so they can continue learning at home.

Animated conversation between staff and children throughout the session successfully enhances their language development. Young children are confident to share their views and talk about the activities they enjoy. Staff spend time with the youngest children, building their confidence. They interact effectively with children, extending their learning. For example, staff promote children's mathematical understanding when playing a board game as they encourage children to count the number of squares they must move their counter. Young children enjoy chatting with older peers as they complete a jigsaw puzzle together. Literacy skills are encouraged with access to a broad range of resources for writing and drawing. Children have access to a range of books. However, there is scope to extend children's literacy skills further by creating an attractive book area where children and adults can enjoy books together. Children express their creativity as they take pleasure in painting their self portrait to create a group collage. Children have regular opportunities to play outdoors as the club make good use of the nearby park to play ball games. This allows children to 'let off steam' after a structured day. Exciting outings to the golf range and zoo are organised during the school holidays. These provide experiences for children to find out about the world around them.

The contribution of the early years provision to the well-being of children

Younger children are growing in confidence in this warm and welcoming environment. The deployment of the staff and the effective key person system promotes children's sense of security and belonging. They take an active part, making choices about their play and helping to tidy away resources at the end of the session. All relevant information is gathered from parents when children first start. There is some daily verbal exchange of information between the parents and member of staff responsible for their child. This promotes the continuity of care for children.

Children help to devise the rules and boundaries for acceptable behaviour. This gives them ownership and confidence to manage their own behaviour. Staff apply clear, consistent boundaries so that children learn to behave well and to share. They act as good role models, consequently, children understand that playing cooperatively with their friends and taking turns is important. They are calm and behave well, demonstrating that they feel safe. Children feel valued and become inquisitive, active learners through the ability of staff to engage positively with them. Staff's warm and purposeful interaction nurtures children's emotional well-being. Older children support the new and younger children well, helping them to settle, have fun and build strong relationships quickly.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. They enjoy nutritious snacks, which include fruit and vegetables, and their individual dietary requirements are met. However, staff do not make

the most of opportunities to encourage children to be independent by helping to prepare the food and serve themselves at snack time. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children show a mature response to taking responsibility for their own and others' safety. During play, they listen carefully and adhere closely to the instructions of staff. They regularly practise the emergency evacuation procedures and safely use a range of challenging tools, supported by attentive staff. This results in children enjoying their experiences in the club and learning skills that support their learning at school.

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

The provider has a good understanding of the safeguarding and welfare requirements. Procedures for safeguarding children are good, as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, a clear staff induction supports their developing knowledge of the setting's policies and procedures. A number of staff hold current paediatric first aid certificates so that they can attend to a child in the event of an accident. Staff understand their responsibilities to provide safe play environments for children. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The established staff team provide a warm and friendly environment for children to learn through play. Their main aim is to ensure children at the club have good opportunities to relax and have fun after a busy day at school and during the holidays. However, they understand their responsibilities in meeting the learning and development requirements for children. They have devised effective systems to observe, assess and monitor each child's progress to make sure that all children are achieving well and appropriate intervention is sought if necessary. Management monitor staff performance through appraisals and informally through observation and working alongside the staff.

The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify accurately key strengths and weaknesses in order to bring about sustained improvement of the provision for children. Through discussion and the use of questionnaires they actively seek the views of the children and parents to encourage them to share their views about the club so that improvements can be made.

Good relationships exist with parents. They are kept well informed through the use of informative welcome packs, notice boards and accessible written policies. Parents speak warmly of the staff and are very satisfied with the care provided. Partnership with the local schools is well established and contributes strongly to children's continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY292405
Local authority	Essex
Inspection number	906961
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	102
Number of children on roll	373
Name of provider	Gateway Christian Fellowship
Date of previous inspection	15/12/2008
Telephone number	01279 630346

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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