

The Gap

Hexham Old Road, RYTON, Tyne and Wear, NE40 3ES

Inspection date

22/01/2014

Previous inspection date

12/10/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Teaching is good because staff understand how to complement children's learning that takes place at school. They provide activities that are fun and capture children's interest.
- Children develop positive and warm relationships with staff and other children within the group, which helps them feel secure.
- Children are safeguarded well because staff have a clear understanding of their responsibility in protecting children. They know the correct procedure to follow should any concerns arise about a child in their care.
- Children who attend the out of school club are well supported, because staff have built very good links with the school. Consequently, these relationships make a strong contribution to meeting the needs of the children.

It is not yet outstanding because

- There is scope to improve planning even further by adding information with regard to how resources will be used.
- Enhance the ways in which parents can share their views to help the club to excel in its provision for children.

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 activities throughout the setting.
- The inspector spoke with the manager, staff and children at appropriate times throughout the session.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from the settings written self-evaluation.

Inspector

Janet Fairhurst

Full report

Information about the setting

The Gap out of school club opened in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a private individual and 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.

There are currently 24 children on roll, of these three are in the early years age range. Sessions are Monday to Friday from 8am to 9am and 3.15pm to 6pm, term time only. There are two members of staff, both of whom have a recognised early years qualification at level 3. The setting receive support from the local authority.

What the setting needs to do to improve further

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

- refine the planning system by adding more detail about how resources will be used to further support children's continuing progress
- extend the use of the views sought from parents and children, to give full consideration to any improvements that they feel will benefit the club even further.

Inspection judgements

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

Children are extremely happy and settled in the after school club. They confidently talk with staff and tell them what they have been doing at school. Children are well supported by experienced, qualified early years practitioners, who have a secure understanding of the Early Years Foundation Stage. The staff know the children well and can explain at what stage of development they have reached and what they are helping children to achieve next. Planned activities are based on the children's interests and staffs' observations of what the children enjoy doing. Children also contribute to the planning as they hold their own meetings each month to discuss ideas and suggestions of what they would like to do and the manager acts on this feedback. However, staff do not always record how they intend to support children's plans through the provision of resources. Staff have a good knowledge and understanding of how to complement children's learning at school because they work very closely with the reception teacher to identify and provide individual tailored support for children's learning. Staff observe the good progress children make at the club and this feeds into their learning journal completed by their teacher. They successfully link the information gained to all areas of learning and along

with the class teacher identify children's next steps which then shapes their planning.

The atmosphere within the club is lively and children are eager to play. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where they play and who with. They place a strong emphasis on learning through play, having fun and building positive relationships. Children's communication skills are fostered well through play; they are confident to share their views and talk about the activities they enjoy. Literacy skills are encouraged with good access to resources for mark making, and opportunities for writing, drawing and painting. Mathematical opportunities, and personal, social and emotional development are weaved through all activities. Children confidently chat to staff and one another about the pictures they are making and what materials they might need at the craft table. Staff act as positive role models, providing good levels of teaching, for example as they support children to develop their drawing and colouring skills. Children show that they can work independently, sometimes becoming absorbed in constructing models or writing activities. Children use their imagination well. For example, as the play with the small world toys they act out being a vet and think about how they will treat the injured cat. They describe how the cat has a broken leg and in order to repair it they need to bandage the leg. Staff provide space for homework and reading, so children have the opportunity to work together, or concentrate on quiet activities if they want to. This helps them to have good social attitudes and so contributes to their wider learning and preparation for life.

Staff are aware that children learn from their peers and encourage older children to support younger ones. For example, older children take great pride in showing the younger children and the inspector how to make paper aeroplanes. They enjoy the competing to see which aeroplane can go the furthest. They compare the distance that the aeroplane has travelled which promotes mathematical skills in a fun and interesting way. The staff use events, such as Chinese New Year, to develop children's cultural awareness and to talk about the difference and similarities in the food, and the way we write. Creative activities are popular and children are very creative adapting what is offered to make their own interesting creations. Children have opportunities to use the school computer suite which helps to promote their skills in technology. There are good opportunities for children to engage in physical activities. For example, they enjoy playing outdoors where they practice skipping, playing football and participate in group games.

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

Staff are familiar faces within the school setting as many of the children see them as they take and collect children from their classrooms. This helps to make the transition into the club smooth and stress free. Having said that staff still encourage parents to visit the club with their children before they start to attend. During the initial settling-in visit parents are asked to share information about their child's needs to support the staff in effectively caring for them. This enables them to plan for children's individual needs well. Good relationships are evident between the staff and children. For example, they frequently go to them when they need support, and enjoy their involvement in their games. Children are confident and demonstrate they feel safe and secure. Staff make good use of the available space, and endeavour to ensure that children are able to independently choose from a

range of activities that are easily accessible. Children benefit from lots of praise and encouragement and from some basic ground rules that they help to devise. Staff set consistent boundaries for children which helps them learn to negotiate with others and take responsibility for their own behaviour. This helps children to feel good about themselves, and learn to show respect for others. The positive relationships with older children enrich the experience of those who are younger. For example, they are kind towards them and include them in what they are doing.

Children's health is promoted through plenty of exercise and healthy snacks. They independently wash their hands before eating, and have a good understanding of the importance of hygiene. Children clearly understand the benefits of a healthy diet. A good example of this was seen at snack time when children debate how much sugary food they are allowed, and the consequence of having too much. Children have plenty of opportunities to develop their coordination and control, because staff provide outdoor activities for them to be expend their energy and enjoy the fresh air after a busy day at school. Children show a good understanding of safety because staff give them clear explanations about the possible consequences. For example, children are reminded to tuck their chairs under the table so that no-one trips over. Children also participate in regular fire drills so that they know what to do in an emergency.

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

Staff have a secure understanding of the requirements of Statutory framework for the Early Years Foundation Stage. They understand their role and responsibilities in safeguarding children from abuse and neglect and robust policies and procedures support their practice. All staff have attended safeguarding training to ensure that they know what to do if they should have any concerns about the welfare of a child in their care. Any person visiting the setting has their details recorded and their identity checked before entering the premises. There are safe recruitment procedures in place to ensure that all adults working with children are suitable to do so. New staff follow an induction programme to ensure that they are fully aware of all their responsibilities towards supporting children's welfare and development. Staff are experienced and hold relevant early years qualifications and are supported with undertaking further training for their professional development, to extend their knowledge and to benefit children. The club is a safe environment for children because staff undertake regular risk assessments of the environment to further protect children. Staff deployment is good which means children are well supervised and safe at all times.

Monitoring is in place for the recordkeeping regarding planning and observation for individual children's learning. Staff demonstrate a good knowledge and understanding of the needs of children in order to support their progress. As a result, children participate in activities that complement their learning in school and that meet their needs. The staff are keen to attend further childcare training and development courses. For example, they have participated in a number of training courses accessed through the host school and the local authority. For instance the information gained from behaviour management training has impacted on the way children are empowered to draw up their own rules for

the group so children can take ownership of them. Staff also attended training which has supported children who have allergic reactions to food. Children benefit from the positive relationships and regular discussions between their parents and the staff. Notice boards are an ongoing source of information for parents and enable them to be sufficiently informed about the care of their children and the activities provided. Parents are keen to express how satisfied they are with the club. They comment on how that they appreciate the two-way communication with staff and that they are approachable and very friendly, and how the service is a valuable resource to them. The club has excellent links with other providers involved in the children's care. For example, they meet regularly with the teaching staff to discuss children's individual needs which ensure consistency in any required support and enable the complementing of children's learning. This collaborative work with the school means that children's skills for the future are supported well at the club and consequently, children make good progress in their learning and development.

Staff have a good understanding of the strengths and weaknesses of the club. They receive support from the local authority development worker, and are part of the local authority Quality Improvement Support Programme. This helps them to reflect, monitor and improve the quality of the care they offer to all children. The recommendations from the previous inspection have been addressed. For example, staff have accessed training to help them respond to children who have allergic reactions, and they have developed the partnership with the host school. This means that children's well-being is assured, and their ongoing learning and development needs have been greatly improved. Although views have been sought from parents these are not always used to help in the evaluation of the club as they try to provide excellent provision for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	311859
Local authority	Gateshead
Inspection number	876892
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	24
Name of provider	The Gap Out of School Club Committee
Date of previous inspection	12/10/2010
Telephone number	0191 4136189

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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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