

The Gap

Hargate Lane, West Bromwich, West Midlands, B71 1PH



Inspection date

23 January 2015

Previous inspection date

7 April 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not make sure the risk assessments undertaken are effective, in order to assure children's safety and welfare. This is with regard to the outdoor play areas.
- Staff do not always make sure that children have a clear understanding about the hygiene practices to follow.

It has the following strengths

- The key-person systems in place ensure strong relationships with children, their parents and carers and other providers, such as school. Children develop, discuss and display their own acceptable rules, which support them to take responsibility and ownership of their own behaviour.
- Staff practice is monitored by managers. They are supported well through peer observations and coaching. Staff attend a range of training opportunities to enhance their already good understanding about how children learn and develop.
- Managers make sure that staff attend suitable training so that they are able to identify possible signs of abuse. This ensures they know the procedures to be followed should there be a concern about any of the children attending.
- The self-evaluation procedures in place includes all stakeholders. Targets are identified so that children continue to benefit from attending the provision.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that risk assessments are thoroughly conducted, identify aspects of the environment which pose a risk to children and how the risk will be removed or minimised to safeguard children.

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

- support children to develop their already good awareness about hygiene, for example, by encouraging them to learn about the importance of washing their hands before every meal, including their snack times.

To meet the requirements of the Childcare Register the provider must:

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register).

Inspection activities

- The inspector looked at a range of documents, such as the attendance registers, risk assessments, self-evaluation records and the provider's improvement plan. She also looked at evidence of staff suitability and qualifications, the complaints log and a range of policies and procedures.
- The inspector observed activities in all indoor and outdoor play areas used by the children.
- The inspector conducted a joint observations with the manager, held meetings with the manager and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a good range of activities and resources to support children's learning and development to make sure the seven areas of learning are effectively covered. Children engage in hairdressing role play and use real tools, such as hair brushes to style wigs. They exchange play money, use play tills, write out receipts and dress up. Staff strongly promote outdoor learning and children can play outside as and when they choose, even in the dark under spotlights. Children particularly enjoy taking part in team games like football and basketball, which effectively supports their physical and social skills. During the holidays, staff take children on a range of outings to support their interests. This includes visiting parks where children take safe risks and experience physical challenge when they use large climbing apparatus. Additionally, their knowledge of history is extended when they visit the local museum. The staff encourage children's communication and language skills. They use of good teaching strategies, such as asking questions, joining in with play and demonstration. Consequently, children are supported effectively to make good progress in their learning and development, which promotes their readiness for school.

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

Children learn about a healthy diet because they are provided with a nutritious cooked meal and a range of fruit at snack times. However, children's learning about hygiene practices is sometimes overlooked. For example, children are reminded to wash their hands before teatime, but not always reminded before snack-time. Staff develop strong emotional attachments with the children and help them to learn about keeping themselves safe. For example, staff talk to children about road safety on the walk back from school and they include them in the setting's regular evacuation practice. Children's safety is sometimes compromised because the risk assessments do not always identify possible hazards, such as the fallen low garden fence and collected stagnant water. However, the risk to children is minimal, because children are constantly and responsibly supervised.

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

Management and staff undertake risk assessments each day. However, possible hazards in the outdoor areas are not always effectively identified. The staff liaise well with parents and other providers so that children's interests are identified and included in the planning. This includes reflecting topics that children are exploring at school. The staff support children to settle quickly because they invite parents to stay and support their child with this important transition.

Setting details

Unique reference number	EY317663
Local authority	Sandwell
Inspection number	820483
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	80
Name of provider	Christian Youth & Community Service (Bridging the Gap) Committee
Date of previous inspection	7 April 2010
Telephone number	0121 5254442

The Gap is run by a committee and was registered in 2006. The setting is open each weekday from 7.30am to 9am and 3pm to 6pm during school term-times, and 8am to 6pm during school holidays. There are close links with the local schools. The setting employs eight members of staff, including the registered person. All staff hold appropriate qualifications.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

