

The Gap Club - Claygate Pre School

Claygate Youth Centre, Elm Road, Esher, Surrey, KT10 0EH



Inspection date

1 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager, despite only being in post for a very short time, has quickly identified and begun targeting priorities for improvement. For instance, she has devised and implemented a monitoring process for identifying trends and gaps in children's progress and the quality of staff's planning for areas of learning.
- Staff know the children well and make effective use of observation to identify children's abilities and interests to inform assessment and where they need further help.
- Staff plan and provide a good range of activities to inspire children's imagination. For example, the role-play corner and small-world activities are well resourced to enable children to act out their real experiences, develop their ideas and to experiment using their senses.
- Staff skilfully guide children's moral understanding and provide very good support to children who need help overcoming behavioural difficulties.

It is not yet outstanding because:

- Not all children are inspired by the activities provided to practise early writing, and opportunities for children to explore and experiment with weight, shape and measurement are not fully embedded within the activity planning.
- Planning for children's outdoor play and learning is not fully developed to enable children to consistently build on their skills, especially for children who prefer to learn outdoors.

What the setting needs to do to improve further

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

- provide more frequent and varied opportunities for children to develop their early writing skills, and knowledge and understanding of weight and measurement
- make better use of the outside area, especially for those children who learn better outdoors.

Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector sampled a range of documentation relating to safeguarding and staff's suitability. The inspector discussed children's progress and the self-evaluation process with staff and managers.
- The inspector gained feedback from parents and took account of their views.
- The inspector held meetings with the provider, and senior and setting manager. All three joined the inspector at different times in completing joint observations.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a thorough understanding of their individual responsibilities for keeping children safe and the procedures to follow if concerned about a child's welfare. Procedures for recruiting and inducting suitable staff and for supporting their professional development, such as through mentoring, coaching and achieving a childcare qualification, are good. The manager shows strong insight into the setting's strengths and areas for improvement. For example, a system for monitoring the progress of cohorts of children has been introduced and staff training is planned to coach them in how to teach sequencing of letters and blending sounds. Parents are well informed about the termly themes and, in the main, children's individual progress plans.

Quality of teaching, learning and assessment is good

Staff exploit opportunities to engage children in conversation during imaginative play and focused activities. They ask questions and make comments that challenge children's thinking, for example, about what they intend to paint and why. Staff use actions and words to emphasise letter sounds and are careful to ensure their strategies are consistent with those used by the schools to which children transfer. Staff exploit opportunities during planned activities, such as making dough, to promote mathematical language. For example, they encourage counting and refer to 'half' and 'full' cups of water.

Personal development, behaviour and welfare are good

Staff provide children with a safe and welcoming environment. Play and learning resources are of high quality and sufficient in quantity to support groups of children's good play. Staff encourage children to share their thoughts and ideas very well during conversation. They teach children about health and safety, such as about nutrition, the importance of exercise and how to carry scissors safely. Staff plan and provide enjoyable activities for children to learn about each other's religious, lifestyle or cultural differences. They lay firm foundations for children to develop healthy and safe lifestyle skills, such as in relation to diet and always wearing a helmet if engaged in potentially risky play.

Outcomes for children are good

Children are well prepared, based on their starting points on entry, for starting school. Four-year-olds recognise their names in print and confidently link most letters to sounds. Children are immensely confident. They share their thoughts aloud within group time discussions, help themselves to resources to build models and engage in articulate conversations. Children manage their own toileting needs and dress themselves.

Setting details

Unique reference number	EY491429
Local authority	Surrey
Inspection number	1023286
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	15
Name of registered person	The Gap Club Limited
Registered person unique reference number	RP906437
Date of previous inspection	Not applicable
Telephone number	07970721007

The Gap Club - Claygate Pre School registered in 2015 and runs from the Claygate community centre in Surrey. It is part of a small organisation that runs after-school clubs and holiday care. This is the organisation's only pre-school setting. The setting operates all week between 8am and 4pm, during term time only. Four staff are employed, including the manager. Of these, the manager has a degree in early years education and two staff hold childcare qualifications at level 3. The setting receives early education funding for children aged three and four years.

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