

The Gap Club Breakfast and After School @ Wraysbury Primary School



Wraysbury Primary School, Welley Road, Staines Upon Thames, Berkshire
TW19 5DJ

Inspection date	26 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

Summary of key findings for parents

The provision is outstanding

- The provider and her manager have an excellent knowledge of their responsibilities. Staff implement the requirements of the early years foundation stage extremely well. They adhere to the provider's robust policies, procedures and risk assessments at all times, to help keep children safe, secure and healthy.
- Partnerships with school are excellent. Teaching staff comment positively that staff at the before- and after-school club are extremely proactive in sharing information about children to promote consistency in their care and experiences. They add that children benefit from a vast range of activities and have regular opportunities to be outdoors.
- Staff are highly dedicated to their roles. The enthusiastic manager is a strong leader who leads her staff team exceptionally well. She encourages staff to build and extend activities to maximise children's engagement and to find out more about the children. For example, to ensure children have a voice, feel valued and motivated to join in activities, staff use a 'question of the day' and invite children to respond.
- Children thoroughly enjoy attending. Their behaviour is exemplary at all times. They play respectfully together. Children have extremely warm bonds with staff and the older children who attend the club. Children show high levels of safety awareness. For example, they understand that they must always stay in sight of staff when outdoors, particularly when playing actively and enjoying their time spent in the 'Eco Area'.

What the setting needs to do to improve further

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

- continue to encourage the different ways that children use independent thinking skills to analyse ideas and solve problems.

Inspection activities

- The inspector observed staff interactions with children during activities indoors and outdoors.
- The inspector discussed with the manager how staff work in partnership with parents and school teaching staff.
- The inspector, the provider and manager observed children and spoke about how staff plan for children's activities.
- The inspector spoke with children and staff during the inspection, and sampled the provider's documentation and children's records.
- The inspector met with the provider and manager and discussed how staff evaluate their practice and develop their skills.

Inspector

Aileen Finan

Inspection findings

Effectiveness of leadership and management is outstanding

The provider uses comprehensive systems for the recruitment, induction and training of her staff. She is extremely passionate about encouraging her staff to gain new skills and professional qualifications. Staff receive highly effective supervision and mentoring to guide their practice and to help ensure they are competent to work with children. Staff confidently acknowledge how purposeful training, such as positive behaviour management, enables them to plan for children's enjoyment and fully support their care. Safeguarding is effective. Staff demonstrate an extremely secure understanding of all aspects of safeguarding matters. They are very clear about their responsibilities to protect children. Partnerships with parents are extremely well established. Staff take time to find out about children's interests and any parental concerns. The views of parents are valued and used as a means of support to improve continually. This includes, for instance, staff reflecting on the booking and registration system, which has recently been enhanced following consultation with parents.

Quality of teaching, learning and assessment is outstanding

Confident staff plan extremely well to offer stimulating activities. Weekly topics allow children to try new things and develop more interests. For example, the topic of 'creating' leads the way for children to learn about and experience the natural environment as they make bug hotels. Staff and older children warmly encourage children to use different tools, choose branches, fallen leaves and twigs. Children are extremely motivated, show respect for the environment and are very keen to explore. For example, as they start to build their creations, they confidently suggest that the bugs will need 'a door'. Nevertheless, staff acknowledge that they can enhance even further the ways children are encouraged to think more critically as they develop their own ideas and thinking. Staff are highly committed and show an accurate awareness of children's interests and strengths. They are proactive to complement and build on skills children learn elsewhere. For example, staff encourage children's mathematical understanding during games, as they learn that two matching cards become 'a pair'. Staff's successful monitoring of children's interests and achievements is regularly shared with school and parents, and helps to ensure continuity for children in their care and experiences.

Personal development, behaviour and welfare are outstanding

Enthusiastic staff offer children a broad range of exciting and interesting activities. Children demonstrate high levels of independence and self-awareness. For example, on arrival they are greeted warmly and have a clear understanding of expectations, such as for signing in and for storing personal belongings. Children have a warm rapport with others attending. They are considerate, and they listen attentively during group activities. Children are kind and caring. For example, they help their friends during a game by giving clues as to where to find the matching card. They play contently alongside each other and thoroughly enjoy imaginary role-play experiences together. Sensitive staff support the ways children learn about differences and respect for each other. For example, they encourage children to set the club rules and give them responsibility to be part of the club. Children benefit from healthy and nutritious meals. They are eager to try new tastes, clear away and wash their plate and cup after eating.

Setting details

Unique reference number	EY499977
Local authority	Windsor and Maidenhead
Inspection number	10076881
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 11
Total number of places	48
Number of children on roll	43
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 Breakfast and After School re-registered in 2016. The club opens Monday to Friday from 7.30am to 8.45am and 3.10pm to 6pm, during term time. The club uses classrooms located inside the grounds of Wraysbury Primary School. The club employs three staff. The manager holds early years professional status.

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