

Inspection of The Gap Club After School & Holiday Club @ Pycroft Grange School, Chertsey

Pycroft Grange Primary School and Nursery, Pycroft Road, Chertsey, Surrey KT16
9EW

Inspection date:

9 September 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children come into the club happily and talk with the staff about their school day. They settle quickly and choose that they want to play with. Children are relaxed. They play together with the fire station garage, taking turns using the different toy vehicles. They are kind and polite to each other. Children behave well.

Visitors come into the club to speak to the children about their jobs. Children demonstrate they feel safe and secure. They confidently interact with visitors, asking them questions and telling them about their experiences. Children have the opportunity to learn about the different emergency services, such as the police. These visits help to provide children with rich experiences.

Children share their views with staff about what they want to play with. Staff have high expectations of children's behaviour and are good role models. Staff support children to respect each other's opinions when they play together. This reinforces their self-confidence and emotional well-being.

What does the early years setting do well and what does it need to do better?

- Staff use their knowledge of what children like and are interested in for planning and providing a good range of activities that keep children engaged and involved. For example, children develop their imaginations as they pretend to work for different emergency services, such as the police and doctors. Staff provide children with a very good range of resources which extends their play. Children are confident members of this club.
- Staff support children's physical well-being and their understanding of a healthy lifestyle effectively. For example, children choose from a range of nutritious food and snacks, such as sandwiches, fruit and vegetables. Mealtimes are sociable occasions, where children talk about their interests and home events.
- Staff are positive role models. They encourage good manners and are respectful of the children's choices. This supports children's good behaviour. Children are thoughtful and help each other in the club. For example, they pass each other the butter as they prepare their snacks. This helps develop children's independence and self-esteem.
- Staff communicate well as a team. They reflect, review and plan play activities around children's interests and abilities. However, sometimes planned activities are not timed appropriately to meet the needs of all the children. This means that occasionally children's own play ideas are not fully supported.
- Parents speak very positively about the club. They speak highly of the staff and all they do for their children. Staff use daily conversations to inform parents about their child's individual needs. Parents state that the communication is

helpful to continue their children's interests at home. They say that their children often ask to attend the club even on their days off.

- The manager evaluates the effectiveness of the club. She continually makes positive changes to help meet the needs of all children and to improve their daily experiences. For example, she recognised the emotional impact that the COVID-19 pandemic has had for some children. To support children, she has introduced additional areas within the club for children to relax in. Furthermore, she has recently introduced a 'worry monster' soft toy. This helps children to discuss and communicate their feelings with staff and supports their emotional development.
- The manager places high importance on keeping children safe. The premises are safe and secure. Staff complete daily risk assessments to ensure that areas used by children are safe and suitable for their needs. Good procedures are in place for parents collecting children, to ensure their safety.
- The manager ensures that they have robust systems in place to recruit staff. Staff receive a thorough induction and are encouraged in their professional development. They receive regular supervisions, which helps them to reflect on their own practice. Staff say they feel valued and supported in their work.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to keep children safe and promote their welfare. They have a secure understanding of the signs and symptoms that may indicate a child who is at risk of harm. Staff know the correct procedures to follow if they have any concern about a child or the behaviour of another staff member. The manager regularly tests staff's understanding of safeguarding issues. This helps to ensure that all staff know they have a duty of care to the children, and where they can gain further support and guidance from within the club or through outside agencies.

Setting details

Unique reference number	2586870
Local authority	Surrey
Inspection number	10248242
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 10
Total number of places	40
Number of children on roll	24
Name of registered person	The Gap Club Limited
Registered person unique reference number	RP906437
Telephone number	07970721007
Date of previous inspection	Not applicable

Information about this early years setting

The Gap Club After School & Holiday Club @ Pycroft Grange School, Chertsey, registered in 2020. It is located in Chertsey, Surrey. The setting operates from 3pm to 6.30pm Monday to Friday, during term time only. There are two members of staff, one of whom holds qualified teacher status.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The inspector observed staff practices and considered the impact these have on children's play experiences.
- The inspector held discussions with the management, staff, children and parents.
- The inspector sampled some of the setting's documentation, including staff suitability.

We carried out this inspection 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.

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