

Inspection of The Gap Club Breakfast, After School & Holiday Club @ St George's School Weybridge

St George's Junior School, Thames Street, Weybridge, Surrey KT13 8NL

Inspection date:

12 October 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 attending this setting are extremely happy and content. They take part in a wide variety of activities and enjoy making social connections. For example, one child said, 'I like coming to The Gap because I make new friends, play football and eat snack'. It is evident that children have a lot of fun while attending the setting, there is a lovely atmosphere that is both calm yet upbeat and energetic. Staff in the setting have very high expectations for all children and the experiences that they make in the setting. This shows in practice, as all children are exceptionally well behaved and polite.

The setting is safe and secure and very well organised. This supports the experiences children have in the setting. Children understand how to keep themselves safe by following the setting's rules. For example, even the youngest children communicate that 'We share toys and don't hit our friends.' They play amicably alongside each other; older children watch out for younger children. Those that attend nursery have their own dedicated play space to explore.

Parents express that they are thrilled with the provision available, particularly the range of activities. They report that their children look forward to attending the setting. Parents know staff well and communication in this partnership is very effective.

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

- Children have formed strong relationships with staff. Staff know the children well and it is obvious that they enjoy each other's company. This supports children to feel secure in the setting. For example, children say that staff feel like part of their family.
- Staff understand each child's individual needs, likes and dislikes. They use this information to ensure that all children are content, happy and having fun during their time at the setting. They do this by tailoring the provision to suit each child's interests. For example, staff provided resources for children to enjoy making superhero masks and capes when they noticed the children had an interest in superheroes.
- There is a wide range of exciting activities for children of all ages to access. Children enjoy many different types of play with their peers and by themselves. Children have fun after their day of learning at school and they are excited to attend the setting.
- There is a healthy menu for snack. Children enjoy choosing and serving their own food. Mealtime is a social affair, where children and staff enjoy sharing a meal together. Afterwards, children clear away and wash up their cups and

plates. Children are learning everyday life skills.

- Children are very independent. They are given lots of choice in the setting. Children learn to use valuable decision-making skills while choosing what they would like to do and where they would like to do it.
- Staff support children to manage their feelings. They do this by skilfully allowing children time and space to process their thoughts and emotions. Children's emotional well-being is well cared for, and their needs are met.
- Managers and leaders are very reflective. They expertly evaluate their setting to ensure they provide the very best provision. The children's experience is at the heart of everything they do.
- Leaders and managers have a wealth of experience. This allows them to provide exciting, challenging and creative play opportunities for children. Children are building many skills through the activities provided.
- Staff are given many opportunities to take part in continuous professional development. For example, they recently carried out training on mental health for children and adults. This supports staff to have a wide knowledge base in supporting staff and children's well-being.
- Staff are well supported through coaching and monitoring. This supports staff members to build their professional development. Leaders give staff the opportunity to put forward suggestions for training. For example, staff completed training based on positive behaviour. It is evident that staff made use of this training to support children's behaviour. This shows that leaders value feedback from staff members and their views.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding knowledge in this setting is strong. Staff are aware of the signs and symptoms that could indicate a child might be at risk of abuse. All staff know how to contact the local authority if they have concerns about a child or adult. All staff complete training on safeguarding, including wider safeguarding topics, to support their own knowledge. The setting is safe and secure, for example visitors are signed in and not left alone. Children know how to keep themselves safe in the setting. For example, they talk about not running indoors and using apparatus correctly.

Setting details

Unique reference number	2592461
Local authority	Surrey
Inspection number	10249182
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	2 to 10
Total number of places	52
Number of children on roll	98
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 Breakfast, After School & Holiday Club @ St George's School Weybridge registered in 2020. It is located in Surrey. The club opens Monday to Friday, from 7.30 to 8.30am and 3.15pm to 6.30pm, term time only. The club offers a holiday club, Monday to Friday, from 8.30am to 5.30pm. There are seven staff employed. Of these, staff hold qualifications from level 2 through to level 6.

Information about this inspection

Inspector

Nicole Odell

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 inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation during a creative activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector observed the quality of activities being provided, indoors and outdoors, and assessed the impact that this was having on children's experiences.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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