

Victory Club

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Victory After School Club is managed by a voluntary management committee and was registered in 1994. It operates from two rooms in St John's Church Hall in Ipswich, Suffolk. The club serves the local school. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 3.15pm until 6pm. Children are able to attend for a variety of sessions. A maximum of 20 children may attend the setting at any one time. There are currently 42 children attending, four of whom are within the Early Years age range. The club also offers care to children aged over five years. They are registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The club employs four members of child care staff, all of whom hold appropriate qualifications at level 2 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and settle with ease in the welcoming environment. They take the lead and make lots of choices from the variety of play experiences available. Effective partnerships with parents and the local school ensure that the needs of the children are met. Children's welfare is promoted and they are safe and secure. The staff work as an effective team and have a good capacity to maintain continuous improvement as they involve the children and parents in the monitoring and evaluating process.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the environment to enable children to have a sense of ownership, freedom to explore the outdoors and comfortable, homely areas to rest in.

The effectiveness of leadership and management of the early years provision

Children are protected from abuse and neglect due to the staff's sound knowledge and understanding of their roles and responsibilities in safeguarding. Staff update their training regularly and have clear policies and procedures to support their practice. Staff recruitment is robust and they all have the appropriate checks carried out to ensure they are suitable to work with children. Risk assessments are recorded and daily checks take place to ensure the premises are safe and hazards are minimised. The premises are secure and children cannot leave them

unattended.

Staff are committed to their roles and keen to update their knowledge and skills through attending workshops and training. The staff, committee and children work hard to raise funds for additional equipment which the children are involved in choosing. They use the evaluation process to establish targets for improvements and to reflect on the feedback they receive from parents and children. They have clear plans for the future to improve the provision further for the children.

The staff liaise with the teachers at the local school and relevant information is shared. The club compliments the care and education the children experience at school where values and respect are given high priority. Children benefit due to the partnerships that are fostered with the parents and daily exchanges take place when the children are collected. Parents are invited to comment on the provision regularly through questionnaires and staff ensure that all comments are addressed. The parents are very happy with the care provided and find the club a valuable resource that they depend on.

Staff organise the provision to provide as much choice for the children as possible. They play in a large room with free access to the outdoor area. However, due to sharing the facilities with other groups they are not able to access some of the outdoor equipment and areas, such as, the grass bank or outdoor play house. They have limited storage for toys and resources, especially large resources, such as, seating and cushions to make a quiet comfortable area where children can relax and share books. Staff provide opportunities for children to get involved in the running of the club and they add their comments to pictures to be displayed on their new website. However, there is limited room for children to display their own work within the club as they only have the inside of the cupboard doors for display and this is also shared with information for the parents.

Children are respected and their contributions valued. Equality and diversity is promoted and many conversations take place as children ask questions about similarities and difference. They learn about their own and other cultures through celebrations, festivals and relaxed discussions at snack time. Children are eager to talk about things that interest them and are respectful of each other's feelings.

The quality and standards of the early years provision and outcomes for children

Children develop strong rapports with each other and the caring and enthusiastic staff. They arrive at the club together and all help to prepare the room and set it up for snack. Snack time is a very sociable time where children make decisions about what they eat and have a variety of toppings to compliment their bread, toast or crumpets. They share the spreads and politely ask for items to be passed along the table. Children chat about their day at school and about activities they take part in at home. They respectfully take turns in conversation and listen to others.

They choose whether to play indoors or out and move freely between the two

areas. Some children decide to continue with the previous days activity and enjoy putting make up on the dolls faces and creating hair styles. Others compete in a game of table football and laugh as they miss the ball and cheer as goals are scored. Children use scooters outside and perfect their physical skills as they kick and dribble the footballs and use the badminton rackets. Photographs show children taking part in many activities from den making to craft ideas. They are imaginative and use cardboard boxes in a variety of play situations, climbing inside and opening them out and drawing on them.

Staff keep records of their observations of children's play and use them to plan exciting and interesting activities following the children's interests. They also address all the children's suggestions of resources to buy and activities they want to take part in. For example, they hold disco and movie evenings and the children vote on the movie of their choice and negotiate as they decide which evening to hold it on.

Children's welfare is promoted well and they play in a safe and healthy environment. They understand about personal hygiene and routinely wash their hands before helping to prepare snack. They discuss healthy foods as they eat their snack and decide on the food to have for the 'movie evening'. Children learn to keep themselves safe as they know and follow the safety rules as they take part in the 'Walking Bus' from the local school to the club. For example, they all wear florescent jackets over their clothes and walk in an orderly line along the pavement. They use the zebra crossings to cross the roads and know not to chat whilst crossing. They respond positively to the staff's consistent approach to supporting behaviour. They encourage the children to solve their own problems and disputes and are always on hand to support when needed. Children are respectful of each other and the staff and use good manners without being prompted. The staff and the older children provide positive role-models for the children to follow and value each child as an individual.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met