

# Vaughan-King Out Of School Club Ltd

Inspection report for early years provision

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**Unique reference number**

EY428699

**Inspection date**

15/11/2011

**Inspector**

Gill Walley

**Setting address**

Copythorne C of E Controlled First School, Romsey Road,  
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**Type of setting**

Childcare - Non-Domestic

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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

Vaughan-King Out of School Club first registered in 2008 and operates from Copythorne Church of England Infants School near Southampton. The club has use of the school hall and one classroom. A maximum of 32 children may attend the club at any one time and there are currently 180 children on roll. Of these, five are in the early years age group. Children from the nearby junior school also attend and are delivered and collected by members of staff. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday during term time from 8am to 9.05am and 3.10pm to 6pm. During the holidays it is open from 8.30am to 5.30pm every day subject to demand. All children share access to the school playground which is a secure enclosed outdoor play area. The club welcomes children with special educational needs and/or disabilities, and also children who speak English as an additional language. The club employs six staff who all hold appropriate childcare qualifications. Three of the staff are qualified teachers. The club has close links with the host school and feeder school. It works in partnership with the local authority and the other club within the company for training and development.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Vaughan-King Out of School Club and play scheme provides good care. Children feel very safe and secure and have great confidence in the adults around them because they are so concerned for their welfare. Good provision is made for the development of children's learning through a wide range of interesting activities, although opportunities for developing reading and writing skills are limited. The club works in close partnership with its host school and feeder school, as well as the other club in the company. It is inclusive and works well with parents to ensure that the needs of all children are met. The manager and staff's thorough reviews of the provision and procedures enable them to adapt and enhance the provision, demonstrating a good capacity to improve further.

## What steps need to be taken to improve provision further?

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

- provide children with more activities to develop their reading and writing skills in order to support their progress towards the early learning goals

## **The effectiveness of leadership and management of the early years provision**

Policies and procedures for the safeguarding of children are effective and reviewed regularly. All adults are vetted appropriately. Regular staff training ensures that there is a high level of awareness of any potential risks to the children, for example, when they walk to the outdoor area. The premises are very secure and, when playing outdoors, the children are closely supervised. The children learn how to keep themselves safe in a range of situations.

The club is inclusive and children of different ages and from different schools play together extremely well. The club works very well with the host school to ensure that it is able to meet the needs of all children, including those with special educational needs and/or disabilities, effectively. Members of the staff work in the children's classrooms during the day so they know them very well and they can communicate frequently with teachers. They also share information with parents who do not have regular contact with teachers. Children who speak English as an additional language develop their language skills well because activities are adapted for them and the staff use pictures and signs to communicate with them initially. Children are extremely happy, relaxed and able to make good progress, particularly in their social skills. Older children act as buddies for the younger ones so that they become more confident.

The club makes good use of its resources and uses the school playground well so that children enjoy exercise and fresh air. Staff benefit from training opportunities to develop their expertise, for example in managing children's behaviour. The club works well with parents who appreciate being able to talk to staff about their children at any time. The club provides information about activities and menus, and welcomes parents' feedback through regular surveys. It responds to parents' wishes, for example by changing the opening times. The club uses the same policies as the school so that there are consistent procedures and equally high expectations for the children throughout their day.

The club runs extremely smoothly; it is bright and clean and resources are plentiful, easily accessible and used well. The staff work closely together and adapt the provision well in response to the interests of the children, who are involved in evaluating their club through regular questionnaires. The staff observe the children's learning and keep good records which they share with parents and teachers. They are also used to ensure that the children make consistently good progress in all areas and develop a wide range of skills. However, children's opportunities for improving their reading and writing skills are rather limited. The staff now meet regularly to evaluate the club's provision and its policies and procedures and to identify how to make further improvements. The parents' notice board displays photographs of the members of staff. The manager drives ambition well and is especially concerned that the provision meets the needs of the families well and gives children plenty of choice.

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

When children start attending the club, they attend with their parents so that they become completely familiar with the environment. The staff use this time to assess the activities which most interest the children and can then provide for those. The children show a very strong sense of security and belonging and are very happy and settled. They feel extremely safe within the club. Routines are well established and the staff have high expectations of children's behaviour. Consequently, the club is a very calm and relaxed place and the children get on exceptionally well together. The children are confident in their surroundings, they are respectful and behave very well. They form extremely positive and trusting relationships with adults and one another, which supports their social development. They concentrate for sustained periods, for example when playing board games or constructing models. The adults take an interest in the children and value the contribution they make.

The club's provision enables children to adopt healthy lifestyles well. They eat healthy meals at breakfast and tea times, sometimes planning them themselves. They talk about healthy eating, for example when they are making cakes or bread. They also talk about how different foods are grown and sometimes grow their own herbs. Every opportunity is taken to use the school's playground and the children enjoy running and climbing on the trim trail, using the sand pit and playing ball games. They also learn about their environment when they are exploring the woodland area. During the holidays the children enjoy visiting the nearby common. Children adopt good habits related to their personal hygiene, for example in washing their hands before tea.

The children gain confidence to try new skills and enjoy toys which excite boys especially well, such as the castle and soldiers and the garage and cars. They write and perform their own plays, which helps them to improve their speaking and listening skills. The activities vary daily so that children get a broad range of experiences across the areas of learning. These include construction toys, board games and jigsaw puzzles. The children develop their imagination well, for example by dressing up and through role play. They develop their creative skills through drawing and making models, and are proud of the work they have on display. They use computers to play games suitable for their age range. The manager demonstrates the good progress the children make in the club through the records she keeps, including photographs, and these are also shared with parents. The children develop a good understanding of diversity through playing with multicultural toys such as dolls, and they learn about the festivals of different cultures such as Chinese New Year. The children learn about equality through talking about the needs of others and by fully including children with special needs in their games and activities.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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