

# Victoria Out of School Club and Playcentre

Inspection report for early years provision

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<b>Inspection date</b>	05/07/2012
<b>Inspector</b>	Patricia Dawes
<b>Setting address</b>	Windmill Youth Centre, Messenger Road, SMETHWICK, West Midlands, B66 3DX
<b>Telephone number</b>	08453521275
<b>Email</b>	
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Victoria Out of School Club and Playcentre was re-registered in 2012. It operates from one room at a Youth Centre in Smethwick, West Midlands. The provision serves children in the local catchment area. There is a fully enclosed area available for outdoor play. The premises has a ramp for wheelchair access.

This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The provision is registered to care for a maximum of 32 children from four to eight years at any one time. The club also cares for children up to 14 years. There are currently four children attending in the early years age group. During school term times the out of school opens Monday to Friday from 2.30pm until 6pm and the play centre is open from 3.15pm until 6.15pm. During school holidays, the out of school provision is open from 8am until 6pm. Children can attend for a variety of sessions.

There are four members of staff who work directly with the children, of whom three hold an appropriate early years qualification at level 3. The provision receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settle quickly to enjoy their time at the club. All children are included and make satisfactory progress towards most of the early learning goals. Children's welfare is, generally, protected through adequate practices and the suitable implementation of relevant policies and procedures. In the main, the setting works well with parents and other providers to ensure children's individual needs are met and continuity in children's learning is promoted. The setting reflects on their practice to further improve outcomes for children.

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

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

- provide time to support children's understanding of how hygiene promotes good health, with specific reference to hand-washing
- use observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child.

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

Staff demonstrate a satisfactory understanding of the safeguarding procedures and are fully aware of their responsibilities to protect children in their care. A safeguarding policy is in place and is in line with the Local Safeguarding Children

Board guidelines. The organisation's recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. Risk assessments are carried out appropriately, with daily checks to ensure risks are minimised. All records relating to children's individual health and safety are well maintained. Staff complete the necessary paperwork to ensure children's safety, such as, accident and medication records and consents for outings and emergency medical treatment. As a result, staff have an appropriate understanding of how to meet children's individual care needs.

Children can play in an organised environment, where space is used effectively to meet their needs. Staff are well deployed, establishing warm, trusting and relaxed relationships with children. This means that children are very confident around staff, readily seek help and support and are keen for staff to join in their games. Children can access resources which depict positive images of different cultures, family backgrounds and abilities. These help to promote children's positive attitudes to the diverse community.

The close working relationship between the club and parents ensures that each child's individual needs are addressed in a consistent and respectful manner. Staff talk with class teachers when collecting children from school regarding their well-being, so they have continuity of care.

Regular staff meetings and opportunities for staff development and training ensure that all keep up-to-date with changes. Together they demonstrate a commitment to improving their practice and share a clear vision for the future which helps to maintain continuous improvement.

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

Good relationships are evident between the staff and children. Children enjoy themselves in the friendly and warm environment. Staff have an adequate understanding of the Early Years Foundation Stage and planning is very flexible and takes into account children's interests and preferences after their school day. Staff observe and record children's starting points and activities, however, these observations are not used to plan for children's continued progression.

In the main, children join in purposeful play and exploration, with a balance of adult-led and child-led activities that foster active learning. Staff are enthusiastic in their interaction with the children, joining in board games or table football. A range of resources are available to promote children's awareness of different cultures and disabilities. Planning also reflects diversity as the setting celebrates different festivals. Children complete activities, such as, food tasting and looking at different countries, which helps their understanding of the wider world. Children participate in role play as they set up their own bank or design a large poster depicting the forthcoming Olympics using newspaper articles.

Children enjoy using the games machines and computers, following energetic

dance routines which helps in their physical development and their understanding of technology. Children can take part in a varied range of art and craft activities, such as, creating a large fish tank from a cardboard box, which they decorate with their own designs of fish.

Healthy lifestyles are promoted and children enjoy the benefits of nutritious and well balanced foods, such as, cereal bars, yogurts, toast and a selection of fresh fruits. Drinks are readily available throughout the session to ensure children remain hydrated. Some children follow good hygiene routines, washing their hands before eating snacks. However, this is not followed routinely and staff do not always reminded or encourage all children to wash their hands before snack time. This has the potential to compromise children's health. Staff give praise to children when they have done well, such as, tidying away toys and equipment, and acknowledge achievements from their school day. Children are also encouraged to take part in planning and have a 'wish list' board which they can add to, this helps them choose activities and resources. All of which helps to develop their self-esteem and a sense of belonging.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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