

# Victoria House Out of School Club

Our Lady Queen of Peace Church Hall, Bransford Road, St. Johns, WORCESTER, Worcestershire, WR2 4EN

<b>Inspection date</b>	24/02/2014
Previous inspection date	23/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The leadership and management of the club is good and as a result, staff fully understand their roles and responsibilities in relation to keeping children safe and helping them to learn and develop.
- Children enjoy a wide and interesting range of indoor and outdoor activities to support their continued learning and development. The activities are very well resourced to meet children's needs.
- Children are happy, confident, respectful and supportive. They are keen to say what they like about the club.
- Safeguarding procedures are very good. Staff know and understand their role in keeping children safe and know what to do should they have any concerns about a child.

### It is not yet outstanding because

- Parents are not always provided with enough information and ideas about what children enjoy at the club, in order for them to further extend and enhance their learning at home.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities throughout the out of school in both indoor and outdoor spaces.
- The inspector spoke with, the manager, staff and children at appropriate times throughout the day.
- The inspector checked evidence of suitability and qualifications of staff working with children, the providers self-evaluation.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.

## Inspector

Jennifer Turner

## Full report

### Information about the setting

Victoria House Out of School Club is one of three settings managed by Victoria House Day Nursery Limited. The club was registered in 2008 and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club operates from Our Lady Queen of Peace Church Hall situated in the St. Johns area of Worcester city. Children are cared for in the main hall and have use of the adjacent school playground for outdoor play.

There are currently 12 children on roll in the early years age range. Children from the age of four to 12 years attend the club. The club is open each week day from 7.30am to 8.45am and from 3pm to 6pm during term-time. The club mainly serves children who attend the neighbouring schools. The club offers support to children who speak English as an additional language. There are seven staff employed to work with the children. Of these, four hold appropriate qualifications and three staff members are currently working towards a relevant qualification. The club receives support from the local authority.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- provide parents with more information and ideas about how to extend and enhance children's learning at home.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff provide a good range of activities and children help to choose these each day. As a result, children are happy, confident and enjoy attending the club where they actively take part in the experiences on offer. They move around the hall selecting what they play with from the varied range they select themselves from the storage sheds. Consequently, children are confident active learners who explore their surroundings, use their imagination and talk and play with adults and each other. Children lead their own play, which is well guided by the adults present. Staff have a good knowledge of what children's interests are and what they can already do. This is because they regularly seek children views about activities they enjoy. Discussions with school staff take place on a regular basis and a communication book is shared between the schools and club. In addition, they obtain copies of the schools newsletters to enable them to find out events and themes taking place. Staff also encourage children to devise their own club newsletter. This includes examples of activities they enjoy and a selection of funny jokes children have made up themselves. Staff use this information to plan an enjoyable experience for each child. As a result, children make good progress at the club, particularly in the prime areas

of learning. The effective key person system ensures that children's interests are taken into account in relation to planning. Together children and staff use spider web diagrams to plan themes and activities. Consequently, children's experiences complement their learning in school. Children thoroughly enjoy being creative and use a variety of materials, such as paper, paint and junk materials.

Staff constantly talk and ask children questions about their day at school to further support and reinforce their learning during the day. Children benefit from daily opportunities to play outdoors; they enjoy a range of physical activities which includes playing with ping pong balls, riding wheeled toy, or chasing bubbles floating across the school playground, balancing on beams or playing football. The club is well organised so that children can make good choices to support their interests and play. For instance, children enjoy construction with bricks and blocks to make structures, such as boats, buildings and intricate moveable machines. Groups of mixed aged children from the two different schools happily play together and learn from each other. Staff are thoughtful to ensure all children are included. For example, children select team captains who they can confide in if they need someone to talk to, ensuring that new children are sensitively introduced to the club and have good peer support. Staff get to know the children well because they take time to meet them and their parents during the initial registration. Staff gather a good deal of information from parents, children and the school. Through observation and interaction staff recognise children's progress and understand their needs and interests. Children's learning journals show good observations linked to the areas of learning and the age bands children are working at. However, parents are not fully aware of the existence of these and therefore are not fully encouraged to share information and ideas about how they can further extend their children's learning at home.

### **The contribution of the early years provision to the well-being of children**

Children are happy, relaxed and confident in the club and very strong relationships have developed between staff, parents and children. Staff are getting to know the children well because key persons are chosen by the children. As a result, children are able to build good emotional attachments with staff and other children, and the transition from school into the club is smooth. Children's self-esteem is continually nurtured through the praise and encouragement they receive from staff who join in their activities. Children's views and opinions are sought and valued which encourages their feeling of involvement within the club. Staff are good role models to all children and they use positive strategies when dealing with behavioural issues. Children understand the need to share, take turns and be kind to their friends and staff encourage them to resolve minor squabbles and disagreements as part of their ongoing development. They choose their own club captains who they can confide in together they compile a club newsletter. Staff have a calm and consistent approach with the children, showing them the best way to behave. As a result, behaviour is exceptional. Children are polite and courteous to staff, visitors and each other. Children are very clear of the consequence of any unacceptable behaviour and staff work with children to devise the club rules.

Independence is continually encouraged and children have good levels of independence

with regard to their personal care. The learning environment is well-organised enabling children to choose resources they would like out each day. Children's personal, social and emotional development is effectively supported within the club. A good key person system is in place, but all staff know the children very well. As a result, children show a real sense of belonging, are confident and form positive relationships with adults and other children. Staff support children and their families effectively, especially during transition times. They share good information about children's needs and interests. Children are learning about healthy lifestyles because staff provide a clean, safe well-organised environment, which supports children's independent learning. The indoor environment gives children space to move around freely and develop physical skills. As a consequence, children are learning to negotiate space safely. Their understanding of safety issues are demonstrated well through their play. For example, children know the areas where they can ride their scooters and they know they must let the staff know when the ball goes over the fence. Children are fully aware of the practices to prevent the spread of infection. For example, children independently wash their hands before snack. Children enjoy snack time as they sit together and socialise while eating and drinking. Children are offered a variety of food and drink, including beans or spaghetti on toast, fruits and drinks.

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

The safeguarding and welfare requirements are clearly understood by the manager of the club, as well as the directors and have attended safeguarding training. They ensure that all staff understand the safeguarding policies and that these are securely implemented in practice. The safeguarding policies and procedures are very clear and managers ensure that staff understand their individual responsibilities to protect children. The thorough recruitment and staff checks undertaken by the management ensure that staff are suitable and safe to work with children and swift action is taken to dismiss any staff not considered suitable. These processes mean that children's safety and welfare is effectively promoted. New staff receive a thorough induction to make sure that they are supported to understand their roles and responsibilities. The manager has a good understanding of the Statutory framework for the Early Years Foundation Stage to ensure all welfare requirements are met. Performance management is monitored through yearly appraisals and regular supervision sessions and staff have a clear understanding of their roles and responsibilities, resulting in the children having good quality care.

Staff hold first aid qualifications and understand the procedures for dealing with any accidents or incidents within the club. Staff escort all children to the club from the host school and another local school. The premises are secure and visitors are required to sign the visitors book, on arrival which further safeguards children. In addition to this, children are supervised well, both inside and outdoors with staff locking the gate to the playground. Staff are rigorous in their assessments of risk to ensure the environment and resources are safe and suitable for children. Staff have good relationships with school staff and they work in partnerships to provide consistency of care and learning for the children who attend the club. They discuss children's learning with the Reception Teacher and obtain copies of the schools newsletter and share a communication book. As a

consequence, the learning taking place at the club is complementary to the school provision. For example, any themes planned by the school are adopted by the club.

Good partnerships are forged with parents. Parents speak highly of the setting and tell of how well their children have settled and how they enjoy attending. They have the opportunity to share information about their children before they start and receive information from staff about their children daily. Discussions with parents during inspection, signify the strong level of satisfaction they feel. Comments, such as 'My child loves coming and if I pick up too early he complains that he is not ready'. Parents also report that they feel their children are safe and well cared for while at the club. Parents' and children's views have been sought and used as part of the self-evaluation process. Children also state that they enjoy their time in the club and find that staff are 'nice', 'friendly' and they can trust them because they keep them safe.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY388614
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	952583
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	37
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Victoria House Day Nursery Limited
<b>Date of previous inspection</b>	23/06/2009
<b>Telephone number</b>	07598 313 761

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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