

Club Vale Limited

St Martins C of E Junior School, Ashley Road, Epsom, KT18 7AD

Inspection date

Previous inspection date

08/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children's learning and development at the club is complemented well because staff provide a range of activities, which are linked to children's interests.
- Partnerships with parents is very well established. As a result parents have a high degree of trust in the staff at the club.
- Children have consistency and continuity as there are good and effective relationships between the school and the club.
- Staff have a good understanding of their roles and responsibilities in relation to safeguarding children. Consequently children are kept safe and enjoy their time at the club.
- Enthusiastic staff create a very homely and welcoming environment where they enjoy supporting and interacting with children as they play.

It is not yet outstanding because

- There is scope to enhance children's independence and self-help skills during mealtimes, so that their confidence and independence can be further extended.

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 in the club's base room and the outside play areas.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector sampled a range of documents including; safeguarding procedures, policies and procedures, children's records, planning documentation and staff suitability records.
- The inspector took account of parents written comments as well as those spoken to on the day of the inspection.

Inspector

Daphne Brown

Full report

Information about the setting

Club Vale out of school club registered in 2011 and re-registered under sole ownership in 2014. It is one of three privately run clubs. It operates from rooms in St Martin's C of E Junior School in Epsom, Surrey. The club has use of the main school hall, two classrooms and the information and communication technology suite. Toilets and food preparation facilities are available to the club. The club has access to the school grounds for outdoor play. The club serves the school community and staff also collect children from the neighbouring infant school. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is open Monday to Friday during term time from 7.30am to 8.40am for the breakfast club and 3.20pm to 6pm for after school care. Club Vale holiday play scheme is open Monday to Friday during the summer, Easter and half term holidays from 8:15am to 5:30pm. Children attend for a variety of sessions. There are currently 140 children attending, of whom 19 are in the early years age group. The club employs five members of staff, four of whom hold appropriate early years qualifications at level 3. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance children's independence and self-help skills during mealtimes, for example by encouraging children to help prepare and serve their own meals and snacks.

Inspection judgements

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

Staff have a secure knowledge of how to complement children's learning and development in a play-based environment. The staff demonstrate very good knowledge of each child's needs, through strong and effective communication with parents and well-documented records on entry. The manager and staff attend meetings at the school for new reception children and parents and are able to discuss with them the activities and running of the club. Parents are then able to arrange individual meetings so staff are able to find out about children's interest, likes and any worries they may have. This helps staff prepare an environment, which is inviting, welcoming and builds on children's interests. Staff then continue to make observation on the children as they play in order to plan activities linked to their interests and next steps in their learning and development.

Staff arrive early to organise resources and prepare the room. Consequently following registration and a quick snack at the beginning of the session, children are able to

independently choose the resources and activities available to them. Children are also able to select from the store cupboard, which encourages them to make free choices about what they would like to have out. Staff show genuine and purposeful interest in children's play and interactions. As a result, relationships between children and the staff are exceedingly positive, warm and strong. Staff have a good understanding of how children learn and develop and use their observations to plan and tailor the environments to reflect children's interests. They work very closely with the school the children attend to enable them to complement the learning that takes place at the school. For example, staff created a space theme in the role play area when children were learning about space and a digging area to hunt for mini beasts after a visit to a farm.

Staff involvement in activities is attentive and respectful. They offer challenge and extension for the children, but also know when to allow children to be independent and lead their own play and learning. For example, children enjoy making up their own games and rules when playing with small plastic characters, which they sustain for long periods of time. They develop a range of skills as they count how many characters they each have and think of different formations to display their characters to make it harder for their opponent to knock them over. This also encourages children to use their imagination but also shows children are learning the importance of playing by rules to ensure everyone is treated fairly and given equal opportunities.

Staff develop children's communication and language skills very well. They show a keen interest in what children say and ask open ended questions to help children describe and recall events. This builds children's self-esteem and makes them feel valued and part of the club. Children have very good opportunities to play outside as they are able to move freely between the classroom and the outside. Staff provide activities, which promote learning across all areas of learning and development. Children have great fun using large chinks to draw around themselves on the playground. They use other objects, such as a tennis racket to also draw around so their silhouette looks like it is playing tennis. Children are very proud of their creations and eagerly show them to the staff, who show great delight giving lots of praise for their drawings. This helps to promote children's writing skills as they handle and manipulate the chinks to draw.

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

Children are very happy and settled at the club as staff build good, secure and trusting relationships with them. Staff provide opportunities for the children to familiarise themselves with the routines at the club by visiting it with their parents and staying for short settling in sessions before they start. As a result, staff get to know the children well and they work together to ensure the children's needs are met. The daily move between the school and the club is managed well. Staff from the club collect children from their classrooms. This enables information to be shared verbally between the teachers and the club to promote consistency of care for children. There is a key-person system in place, which helps the youngest and new children settle. However all staff get to know all the children well and so there is a very homely and friendly feel to the club. The older children are encouraged to support the younger children as they play and also by reading stories

to them.

Children are confident and staff support children to be independent throughout daily routines. For example, children make choices about the activities they wish to do and whether they play indoors or outdoors. However there is scope to develop this further as younger children are not involved in helping to prepare and serve their own snacks and meals. Consequently children's self-help skills and independence is not fully maximised. Staff provide a selection of healthy snacks and a light tea for children, which helps them develop good habits in eating healthily. This is further supported by the good opportunities children have to play outside and enjoy the fresh air. They have access to fresh drinking water during the session and are independent in regards to their personnel hygiene care.

Children behave well and play together with their peers in harmony. They are comfortable and understand the rules of the club and staff are very good role models. Staff use lots of praise and encouragement and on the rare occasions help and encourage children to resolve any disputes they may have. Children willingly help to tidy away, for example clearing away their plates and cups after tea and to help sweep the floor of glitter and sequins. As a result children are learning to be respectful of each other and of the environment they are in. Staff support children as they learn how to keep themselves and others safe. For example, children know they have to tell a member of staff if they are moving between the indoor and outdoor environments and when outside they have to wear a high visibility vest.

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

Staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They know the safeguarding procedures to follow should concerns about a child or another member of staff arise. Staff are very vigilant regarding ensuring only authorised adults are allowed to collect children from the club. Therefore staff promote children's welfare effectively. There are effective, robust and rigorous recruitment systems in place to ensure all adults caring for children are suitable. Staff carry out daily risk assessments on the rooms and outside area they use and all staff hold a valid first aid certificate, which contributes towards safeguarding the children at the club. The arrangements for signing children in and out of the club are well managed by staff, to promote their safety. Also all required records, policies and procedures are in place and staff regularly review these at staff meetings so they keep up to date with current practice.

Staff benefit from a structured induction programme, which allows them to understand their roles and responsibilities. The majority of the staff are appropriately qualified and this contributes to the good quality of the provision. The manager gives high priority to training and staff development. All staff are actively encouraged to access training opportunities to extend their knowledge and skills. Consequently this has a positive impact on the learning and development opportunities children receive. Staff show a strong

commitment to the care and well-being of all children and are supported very well by the manager. Staff work well as a team, supporting each other and with good levels of communication. This means staff deploy themselves well to support children as they have fun playing. The manager monitors staff's performance through an annual appraisal and supervision sessions. In addition, regular staff meetings mean that staff are fully involved in the running of the club and their ideas and skills are fully utilised to help evaluate and improve the outcomes for children.

The manager and staff regularly review the educational programme to make sure they work in partnership with the school to provide consistency in children's learning and development. Staff are mindful that children have been at school all day and that their time at the club is for them to have fun and enjoy activities or rest. They make sure all areas of learning are covered indoors and outside through their planning and providing fun activities linked to children's interests.

Parents and carers are very positive about the service provided by the club. Comments from parents spoken to on the day of the inspection and written feedback are very complimentary and include; 'staff are welcoming and friendly with a professional and caring atmosphere,' 'provide lots of different activities' and 'great listening to parents and good communication.' The manager works very hard to build and maintain these very positive relationships with parents. She uses questionnaires, suggesting box and daily opportunities to talk with staff as ways in which parents can give their feedback on the service the club provides. Parents have warmly welcomed a newly introduced texting service, as it allows them to make or cancel bookings at any time of the day. Consequently, staff have clear and accurate daily registers, which means children's safety is promoted and ratios of qualified staff are always met.

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

Unique reference number	EY474776
Local authority	Surrey
Inspection number	953472
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	19
Name of provider	Club Vale Limited
Date of previous inspection	not applicable
Telephone number	07986867851

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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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