

Club Vale Limited

Cuddington Croft Primary School, West Drive, Sutton, SM2 7NA

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

- Staff are highly motivated and work well as a team, therefore, creating a secure and safe learning environment for the children.
- Children are confident, settled and enjoy their time in the provision, developing strong attachments with the staff, which effectively supports their emotional well-being.
- Children's behaviour is very good. They understand the importance of being kind to each other, and share and take turns during play. Praise and encouragement from staff ensures children feel secure and included.
- Children enjoy a variety of activities in a stimulating and challenging environment. Children enthusiastically choose and initiate their own play with their chosen friends, promoting their independence.

It is not yet outstanding because

- Staff initiate some activities that promote children's understanding of living things and the natural world, but there are opportunities to develop this further, particularly through practical activities.
- Children's personal independence skills are not consistently promoted during the daily routine.

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 took part in joint observations with the supervisor.
 - The inspector held discussions with the supervisor and provider throughout the inspection.
 - The inspector held discussion with early years children's key persons and other staff.
 - The inspector took into account the views of parents on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector
Jane Franks

Full report

Information about the setting

Club Vale at Cuddington Croft Primary School is located in Cheam, in the London Borough of Sutton. It is one of three out of school clubs run by Club Vale. It registered in 2012 and reregistered under sole ownership in 2014. It operates from a cabin building on the school premises. Children also have access to the school library, hall and Information Technology classroom and secure enclosed outdoor play areas. All of the areas used by the club are on the ground floor and there is disabled access. The club is open to children attending the school only. There are 80 children on roll. The breakfast club is open from 7.45am to 8.45am and the after-school club is open from 3.10pm to 6pm, during term time only. The out-of-school club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Six staff are employed to work with the children, on a rota system. Four members of staff have relevant early years or play work qualifications.

What the setting needs to do to improve further

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

- extend the range of activities and opportunities that develop further children's understanding of the natural world and living things

- develop children's independence skills further, for example, by encouraging them to have more autonomy during everyday routines and mealtimes.

Inspection judgements

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

Children thoroughly enjoy attending the out-of-school club. They chatter happily with one another as they arrive. Staff place strong emphasis on learning through play, having fun and building positive relationships. Each early years child has their own key person and they spend time getting to know the child and helping them to settle. For example, new children and their parents are asked to complete 'All About Me' forms and this gives the child's key person knowledge of the child's interests and abilities when they first join the club. Staff monitor children's learning through observing children at play and identifying their achievements. As a result, stimulating and challenging experiences are planned that focus on the individual learning styles and needs of children, motivating them to learn and make good progress in their learning.

Children are supported by well-deployed staff, who spend their time chatting with the children and showing a real interest in each individual. Conversation between staff and

children throughout the session successfully enhances children's language development. Staff are skilled at extending children's play. They engage children in conversations while they play, to encourage their critical thinking language skills. For example, they use good questioning skills by asking children to tell them about their art work and craft activities. Young children are confident to share their views and talk about the activities they enjoy. Children develop expressive language skills as they sit together and talk while enjoying their afternoon tea. They talk with their friends and staff about activities they have enjoyed at school.

There is a good balance between adult-led and child-initiated activities, and children make independent choices about which activity to take part in and whom they play with. As a result, they are happy to attend. Children initiate their own play and games and particularly like being in the outdoor area in which they play games, such as football. A range of outdoor play equipment is accessible to children, such as, bats, balls and hoops, allowing them to practise and develop their physical skills. However, staff do not always fully develop activities that help children to explore and develop their understanding of living things and the natural world. For example, although there is an outside area staff do not encourage children to grow plants and vegetables for themselves. Children form friendships with one another. In addition, early years children interact well with older children and become involved in their play. For example, older children are observed to include younger children in their play and congratulate and praise them when they are successful, such as, when they catch the ball. This helps to promote children personal, social and emotional development.

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

Children are happy at the setting. Relationships between staff and children are good and secure bonds have been formed. Children display good levels of confidence as they confidently engage with each other, staff and visitors. They discuss with staff activities occurring that day and question why there is a visitor at the setting. Parents comment very positively about the care their children receive. Children tell their parents that they love attending the club. They talk confidently and assertively about the activities they enjoy and show a good awareness of their own needs. In addition, parents have high praise for the staff and discuss the very good processes in place to help children to smoothly move from the onsite nursery children attend, to the school and the club. These positive experiences promote children's security and emotional well-being. Children's behaviour is good and children of all ages behave well, throughout the session. Staff often praise and acknowledge children's positive behaviour, which in turn promotes their self-esteem and confidence. Children of all ages play together, take turns and share. As a result, the setting has a calm and happy atmosphere. Children's ability to communicate with other children and adults helps them to be prepared for the changes in their life, such as, changing teachers or moving classrooms.

Children have plenty of opportunities to develop a good understanding of a healthy lifestyle. They are provided with fruit on arrival at the club and later enjoy afternoon tea. Children are encouraged to their personal independence and self-help skills. However,

staff are not consistent at encouraging this throughout the session. For example, by encouraging children, especially younger ones, to select their own food and pour their own drinks. Children are learning about the need for good hygiene practices as they routinely clean hands before touching food and after visiting the toilet. Staff ensure any special requirements regarding children's dietary needs are known and understood before they begin so that children are only given foods that are suitable to their individual needs. For example, any allergies are fully discussed and recorded appropriately and shared with all staff, to ensure that all are fully informed of children's individual needs and can respond appropriately should the need arise. Staff ensure that children have access to the outdoors every day to enhance their health and well-being. For example, children run around the school field, engage in imaginary play and enjoy a range of ball games. As a result, children grow in confidence as they develop their physical skills.

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

Management have an excellent understanding of their role and responsibility of the learning and development and welfare requirements. The club provides a welcoming environment where children and parents feel valued and respected. The supervisor is extremely well supported by the provider and they have a strong passion to provide high quality care for children. They discuss their strengths and areas for development consistently. Regular discussions occur in which the provider, supervisor and staff discuss day-to-day practice to enable them to identify potential gaps in the provision. This ensures that these can be amended quickly and efficiently to support children's needs. Self-evaluation processes clearly demonstrate a commitment to continuous improvement to identify any future areas for development. As a result, targets have been set for future improvement.

Staff have up-to-date safeguarding and child protection knowledge. They clearly explain the indicators regarding the signs of abuse and neglect, and discuss how they would liaise with the appropriate agencies should they have concerns about a child in their care. Procedures for recruitment are vigorous and include full vetting of all staff to ensure their suitability to work with children. Induction systems are robust to ensure that staff are clear about their roles and responsibilities. An appraisal and supervision system is effectively implemented, and used to assess staff's effectiveness at the setting. This ensures that any gaps are identified and then training is offered, or in-house support provided, to overcome any gaps in staff's knowledge and understanding. Thorough risk assessments are implemented, along with daily visual checks to ensure that any potential hazards are identified and minimised to provide a safe environment for children to play within. Staff are vigilant about children's safety and supervise children as they move between the indoor and outdoor environment. They work together very well and are very supportive of each other.

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	EY474768
Local authority	Surrey
Inspection number	953319
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	80
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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