

VIP's Children's Club

The Lodge, Community Bungalow, Harewood Infant School, Harewood Close, Tuffley, GLOUCESTER, GL4 0SS

Inspection date	21/07/2014
Previous inspection date	26/03/2014

The quality and standards of the early years provision	This inspection:	
	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

- Staff develop warm relationships with the children, who are happy to attend the club.
- Staff provide a relaxed atmosphere so children settle in quickly and play freely, making their own choices about what they do.
- Staff have effective strategies in place to manage children's behaviour. As a result, children are well behaved, share and take turns well. The staff work particularly well together. They demonstrate enthusiasm and are passionate about the club provision to benefit children and their families.

It is not yet outstanding because

- Staff do not fully support children's physical development outside by providing a wide range of play equipment.
- Staff have not fully developed strategies to involve parents in contributing to their children's learning journals and support their children 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 and the quality of teaching indoors and outside.
- The inspector had discussions with the manager and talked with some parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documents, including written self-evaluation and improvement plans, evidence of staff suitability, safeguarding policy and procedures, children's records and attendance registers.

Inspector

Angela Cole

Full report

Information about the setting

VIP's Children's Club is a privately owned club originally registered in 2007 and re-registered in 2013 owing to a change in ownership. The club uses a converted bungalow in the grounds of Harewood Infant and Junior Schools in the Tuffley area of Gloucester. Children use an outdoor play space and the club may use the schools' outdoor play areas. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 120 children on roll, of whom 14 are in the early years age range. Children attend from the host schools and some neighbouring schools. The club opens from 7.45am to 8.50am and from 3pm to 6pm in term time only. There are three members of staff and two have appropriate qualifications. There are two staff members working towards an initial or further qualification. There is one volunteer who occasionally works with the children to cover staff absences.

What the setting needs to do to improve further

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

- enhance the facilities for outdoor physical play to challenge children further
- extend systems to involve parents in contributing to their children's learning journals and supporting their children at home.

Inspection judgements

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

Children enjoy their time at the club in the calm, welcoming atmosphere. They have fun in the company of the staff. Children of varying ages and from different schools are keen to play together. Staff provide activities and resources indoors and outside to support children's development across each of the areas of learning. They also respond to any requests for resources or activities from children. Staff encourage children effectively to cooperate and concentrate for considerable periods of time. For example, to complete games and complicated jigsaws. Staff provide good opportunities for children to develop their language skills. As a result, children talk confidently to the adults and each other to discuss what they have done during the day and the games they play. Staff skilfully encourage children to use and develop their mathematical understanding. They support children to count their moves in games and to recognise figures in puzzle pieces. Children learn to notice shapes, such as jigsaw pieces with straight sides, and construct complex models.

Staff support children to gain good literacy skills. They provide letters for children to form

their names and praise them warmly for this. Staff extend this learning by challenging them to recognise and spell other simple words. Staff give children immediate access to a wide range of attractively displayed books. These include stories and factual books about the world. Staff involve children in the preparation for their play. For example, staff and children work together to find all the ingredients required to make their own play dough. Staff play alongside children, encouraging them to manipulate the dough to create models. Children take part in many different crafts and art activities of their choice, which is a strength of the club. Staff encourage children to spend a long time creating and using their own ideas. For example, sorting and setting out figures to form scenes to use in role play. Children enjoy role play that last over several days, including pretending to be magicians and making items appear and disappear. This helps to support children's creativity and imaginative skills.

Staff make regular, detailed notes in learning journals that record children's achievements, show their progress and identify their development needs. However, staff do not always include the comments that parents often make to them. This slightly limits the effective sharing of information and the encouragement for parents to support their children at home. Nevertheless, staff respond enthusiastically to all children's achievements, which means that children are confident and have good levels of self-esteem. Staff use their knowledge of the ways in which children learn to support and encourage children. They recognise when to support children on their own or when to draw them into a group. Staff observe young children closely, especially when they are new, so they are well aware of children's individual needs. As a result, staff offer children the right levels of attention and activities that support and extend their current skills and abilities to promote their development. As a result, children rapidly acquire the skills and attitudes to support their next stages of learning.

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

Staff provide effective settling-in procedures so that children are confident to attend the club. Consistency of the small staff team helps all children to form secure emotional attachments. Staff use the parents' detailed 'All about me' records to get to know children and their backgrounds well. Staff support children and their families strongly with a caring, affectionate approach that helps them to develop trusting relationships. As a result, all children progress quickly and are settled at the club. Staff follow well-established care practices that enable children to be happy and enjoy what they do. Children display a strong awareness of taking responsibility for the safety of themselves and others. They demonstrate a good understanding of why they should clear away their play things to give others clear space to play. Children follow instructions immediately and move calmly and safely around the bungalow. They take part in monthly fire drills so that they know how to respond in an emergency.

Staff offer very good support for children to understand the consistent expectations for behaviour and to play well together. As a result, older children care for younger ones and willingly include them in their play. Staff are good role models, which enables children to learn to respect others and be polite. Children share equipment amicably and take turns to

play a variety of games. They choose from a range of good quality resources and play materials that cover the areas of learning well. Staff make many resources available to encourage children's confidence, which means that they can make decisions about what they wish to play with. However, during regular club sessions, children cannot always access a wide range of physical resources. For example, to climb and swing. Nevertheless, staff provide balancing equipment and, sometimes, take children to the schools' 'trim trail' which challenges children to develop a wide range of physical skills.

Staff encourage children to gain a good understanding about healthy lifestyles. Staff encourage children to manage their own personal hygiene routines without help. They support children to be independent in familiar routines. For example, children serve themselves with food and drinks whenever they are hungry or thirsty, especially in hot weather. Staff offer a variety of nutritious snack foods, including fruit, so that children make healthy choices, become aware of other's dietary needs and appreciate the occasional 'treat'. Staff accompany children when they choose to play outdoors in the fresh air for long or short periods. Children enjoy experimenting with different ways of moving as they run about and join in energetic ball games. Staff enable children to manage their outdoor clothing and belongings calmly and efficiently. As a result, children increase in self-esteem and independence to manage changes with confidence.

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

The provider is robustly aware of their responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The provider has a good knowledge of the notification and safeguarding requirements. She has revised record keeping systems to include staff qualifications and children's attendance records. Staff have effective systems for self-evaluation to foster a culture of continuous improvement so that legal requirements are met at all times. The provider shows a positive response to ensuring that staff keep children safe and the provision is suitable for their out-of-school care.

The club is organised well and staff create an environment that is welcoming and stimulating. All staff have been on child protection training, while the designated adult for child protection and her deputy have attended specialised safeguarding courses. This approach means that staff demonstrate a strong knowledge of child protection procedures, including what to do if they have any concerns about children in their care. Recruitment procedures are robust and there are established practices to review adults' suitability to be with children. The small team of staff work together well. The owner, who is also the manager provides ongoing supervision of staff and supports staff undergoing training in play work to improve their knowledge and skills. As a result, staff are well equipped for their roles working with children. Staff supervise children closely at all times and take prompt action to minimise risks for children should they identify a hazard. All necessary records and documentation are in place and effectively maintained.

The manager has an effective understanding of the learning requirements and closely

monitors each child's learning and development. Staff are ambitious about providing high quality care. They meet weekly to plan opportunities for children's development. The staff reflect to monitor the strengths and weakness and discuss strategies to promote ongoing improvement. The manager values the views of staff, parents and children to identify areas for development. She attends the local authority's focus meetings to consider the views of local providers. In response to the recommendation made at the last inspection, the provider has taken positive steps to improve children's understanding about healthy lifestyles. She has also developed her staff's teaching skills so that children consistently make connections to foster their learning and thinking. The manager is currently extending the staff team to include an early years specialist and has plans for all staff to seek a wide range of further training. Staff also continue to review the range of resources available to benefit children's well-being.

The staff have effective links with other settings involved in children's care. Staff talk with the reception class teachers when they take and collect children to and from schools to exchange information about children. They share this information with parents and other club staff so that children benefit from continuity and support for their emotional well-being. Parents speak well of the club and feel closely involved in their children's care and out-of-school play. They often come into the club to see the resources on offer and their children show them scrapbooks of photographs of their activities. The manager regularly reviews notices and policies so that parents may have accurate information about the provision. Parents say that their children love coming to this friendly club where they have space to play and look forward to the fun activities.

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	EY468219
Local authority	Gloucestershire
Inspection number	968994
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	14
Name of provider	Diane Gough
Date of previous inspection	26/03/2014
Telephone number	07763564263

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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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