

Victoria Centre Out Of School Activities

Victoria Centre, Palk Road, Wellingborough, Northamptonshire, NN8 1HR

Inspection date

25 February 2015

Previous inspection date

16 November 2010

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|--------------|----------|
| | Previous inspection: | Satisfactory | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Teaching is effective because staff know how to support children through regular conversations and build on what they know and can do. Children make good progress from their starting points, as a result they are well prepared for their next stage in learning or their move onto school.
- Children are provided with a warm, welcoming and stimulating learning environment in which they are happy, eager and motivated to learn.
- Children benefit from fresh air and daily exercise, as they have plenty of access to outdoor play. These experiences support children's physical development and promote good health.
- Staff act as positive role models and praise children for their achievements. This boosts children's self-esteem and enhances their confidence. As a result, children are sociable and behave well.
- The team leader, who manages the provision, provides strong support to the enthusiastic staff team. She draws on the knowledge and skills of staff to provide effective, flexible and well-communicated support to children and their families.

It is not yet outstanding because:

- Staff do not always promote opportunities for children to engage in writing for a purpose, in all areas of play. For example, they do not encourage children to write their name on their work.

What the setting needs to do to improve further

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

- extend the opportunities for children to practise their early writing skills by promoting opportunities for them to make marks during play and alongside other activities to develop their use of writing for a purpose.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, in both the indoor and outside learning environment.
- The inspector and the team leader conducted a joint observation.
- The inspector held a meeting with the team leader and the centre managers. She spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation and development plans.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Children concentrate on chosen activities, play well together and show enthusiasm for learning. Staff involve themselves in children's play and they provide challenge to their learning. Children enjoy creating pictures using sand and paint. They explore the texture of the sand when it is mixed with the paint. Staff challenge children's thinking by suggesting they use funnels to fill containers with sand and use them to shake sand onto their pictures. They link the colours of the paint to other objects, such as the sun. As a result, children develop new skills and gain more knowledge. Staff use routine opportunities to teach children about mathematical concepts, reading and mark-making skills. However, staff do not always support children's development of the skills of writing for a purpose. Staff value parents' input and share ideas with them on how children's learning can be further supported at home. They use effective teaching strategies to provide children with a wide range of interesting and challenging activities. Where there are concerns about a child's progress, staff work closely with parents and relevant agencies to successfully identify and support any gaps in their learning. Consequently, children enjoy a wide range of activities that focus on promoting effective language and communication skills.

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

All children and their families are welcomed into the pre-school. Effective relationships with parents enable staff to foster the unique characteristics of each child. Staff regularly meet with parents to ensure the individual needs of the children are met and that their home routines are respected. This provides continuity for children and promotes their sense of belonging. Children benefit from regular planned activities, which celebrate a variety of cultures and festivals. Well-established routines help children to develop their self-care and independence skills. At snack time, children are encouraged to pour their own drinks and staff chat to them about eating a healthy diet. Staff teach children about keeping themselves safe, for example, they are reminded to use equipment safely. Children react positively to these reminders and directions from staff to keep themselves and others safe.

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

The team leader has been proactive in ensuring that the provision consistently improves and has fully addressed actions from the previous inspection. All staff fully understand their responsibilities to safeguard and protect children. The team leader ensures effective systems are in place for staff's ongoing professional development, which helps maintain the good quality of teaching. There are strong systems for checking the progress made by individual children. Also, cohort analysis is used to build an accurate picture of the progress made by different groups of children. The team leader uses self-evaluation well to review practice and set targets for improvement. Parents spoken to on the day, stated that they are very happy with the care and the progress that their children make.

Setting details

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| Unique reference number | 220257 |
| Local authority | Northamptonshire |
| Inspection number | 876334 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 25 |
| Number of children on roll | 21 |
| Name of provider | Victoria Centre Committee |
| Date of previous inspection | 16 November 2010 |
| Telephone number | 01933 277400 |

Victoria Centre Out Of School Activities was registered in 1999. The pre-school employs three members of staff, all of which hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm, with a lunch club from 12.15pm until 1pm. The out of school club opens from Monday to Friday term time only. Sessions are from 3pm until 6pm. The holiday play scheme opens Monday to Friday school holidays only. Sessions are from 8am until 6pm.

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