

The Village Care Club

St. Bedes Catholic Junior School, Appleton Village, WIDNES, Cheshire, WA8 6EL



Inspection date	2 October 2015
Previous inspection date	28 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The manager has made significant improvements since the last inspection. In particular, all staff have completed an appropriate first-aid qualification, so children's well-being is significantly improved.
- There are secure procedures in place to check the suitability of staff and volunteers and the manager has developed suitable recruitment procedures.
- Children's safety is prioritised because staff all have a very good understanding of the procedures to follow if they have concerns about a child's welfare.
- Staff gather very useful information from parents as children start at the setting. As a result, staff have a good knowledge of each child's likes and dislikes and they use this to plan interesting activities and help children to settle quickly.
- Children behave exceptionally well. They are polite and are always willing to help staff and their friends. This is because staff treat children with respect, are good role models and set clear boundaries for them.
- Children have an enjoyable time at the club and engage in a wide range of activities that follow their interests and complement the learning that takes place at school.

It is not yet outstanding because:

- Occasionally, staff are quick to help children rather than encourage them to try for themselves, such as spreading jam onto crackers at snack time. As a result, children are not consistently developing independence.
- The system for performance management of staff does not include frequent observations of interactions between them and children. Therefore, staff do not routinely receive feedback about how they can improve their practice.

What the setting needs to do to improve further

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

- improve children's independence skills further by consistently encouraging them to attempt tasks for themselves
- observe staff interaction more frequently to help identify ways in which they can further improve their practice.

Inspection activities

- The inspector observed the quality of staff interaction during activities indoors and outdoors, and assessed the impact this has on children's development.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Anne Parker

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager has a good understanding of the statutory requirements and has taken positive action since the last inspection which has resulted in significant improvements. All staff have attended a range of training and new learning has been implemented quickly. Supervision sessions have been established for all staff and this is helping the manager to identify training needs. However, observations of staff's practice are not routine enough, so they do not consistently receive feedback about how they can improve their practice further. The manager takes the views of staff, parents and children into account when evaluating the setting and there is a clear plan for continued improvement. Partnerships with other agencies, particularly the school where the setting is based, are strong and have a significant impact on children's outcomes.

Quality of teaching, learning and assessment is good

Staff are qualified and experienced. This means they have a good understanding of how to promote children's enjoyment through a good range of stimulating activities. Staff use clear language to engage children in interesting conversations and extend their sentences. Therefore, children are becoming confident communicators. Staff introduce a wide range of concepts into discussions, including mathematics, science and understanding of the world, which complements the learning taking place at school. For example, as they talk about the story of the three pigs, they talk about how the pigs could stay safe. Consequently, children are developing good thinking and problem-solving skills. Parents are kept informed about the activities their children participate in through regular discussions at hand-over time. Furthermore, parents are encouraged to share their knowledge and skills with the children. For example, parents whose first language is not English are encouraged to share stories in their home language.

Personal development, behaviour and welfare are good

Children settle very quickly because staff are highly skilled at supporting them to form secure attachments within the setting. Staff ensure each child's individual care needs are effectively met. As a result, even new children are confident to explore the environment and enjoy their time at the setting. The setting is highly stimulating, so there are opportunities for all children to engage in activities that interest and inspire them. Children are provided with healthy snacks and they demonstrate a good understanding of the importance of healthy lifestyles. On the whole, children are becoming independent in their self-care skills. However, occasionally, staff are quick to offer help, so children do not always practise the skills they will need. Staff provide a wide range of activities which help children learn about people from cultures other than their own, similarities, differences and the wider world.

Setting details

Unique reference number	EY436800
Local authority	Halton
Inspection number	1014165
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	73
Name of provider	The Village Care Club Limited
Date of previous inspection	28 April 2015
Telephone number	07905252950

The Village Care Club was registered in 2011. It operates from St. Bedes Catholic Junior School. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time only. Sessions are 7.45am until 9am and 3pm until 5.30pm.

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