

Inspection of Horsell Village After School Club

The Horsell Village School, Church Hill, Horsell, Woking GU21 4QQ

Inspection date:

7 November 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children arrive excitedly to the club, eager to get started. Staff understand each child's needs to aid a smooth transition from school to the club. Children follow the routine by putting away their belongings as they enter. Some choose to engage in activities straight away, while others prefer to unwind on the sofas or decide to eat a healthy snack. During this time, children are reminded about the rules, such as not to eat fruit on the move but remain seated to avoid choking. They talk about their day with staff, who are eager to listen and find out more. This shows that children feel happy, safe and secure at the club.

Children are keen and motivated to join in with the wide range of activities on offer. These activities are based on children's conversations with staff, as well as their interests. For instance, staff support children to make paper aeroplanes as children talk about the collection of toy models they have at home. Staff extend and challenge children further, which captivates their attention and keeps them engaged. Children draw targets to throw their aeroplanes at. They test these out, analysing their flight quality and ensuring that they do this safely, away from people so as not to hurt them. Children value the staff's and each other's input to make their time at the club fun.

What does the early years setting do well and what does it need to do better?

- The manager has a clear vision and a strong focus on the continual improvement of the provision. For example, she wants to help prepare children for the diverse world we live in. The manager plans to include more work on celebrating children's cultures, home backgrounds and languages.
- The manager highly commends her staff, who are enthusiastic and committed to giving children the best possible experiences. Staff undertake appropriate training to help them in their role. Additionally, the manager enhances her own training and disseminates to staff. This enables them to tailor their approach to support each child effectively. Staff feel valued and praise the manager for the continued support she gives. This helps to boost morale and create a strong team.
- The manager and staff have high expectations for children's conduct and behaviour. They are excellent role models and guide them to reflect and manage children's emotions by talking to them. Staff deal with any emerging issues and disagreements quickly and effectively. This results in children demonstrating consistently positive behaviour.
- Staff support children's emotional well-being effectively. They form close bonds with them. Children approach staff with ease when in need of help. They have ample opportunities to discuss their school day in quieter areas of the club. The

children's class teachers share important information about the day. For example, if there had been any incidents that may impact children's time at the club. The caring staff are sensitive to children's needs and help them overcome any issues so they enjoy their time. This promotes children's sense of belonging.

- The manager and staff provide daily opportunities for children to be active in the school playground. Children practise a wide range of skills, such as running fast and competing in races. They show good team spirit as they congratulate the winners, which helps to build children's resilience. Children politely ask the staff to join in their games. They thoroughly enjoy playing hide and seek, and cheer when they find their friends and staff.
- Staff encourage children to use good habits to stay well. Children wash hands after playing outside and before meals. They offer suggestions for meal options and use a variety of healthy fillings for their wraps. During mealtimes, children talk about their favourite and least favourite foods. This helps them to understand the importance of adopting a healthy lifestyle.
- Parents speak positively about the club, especially the good communication they receive. They say their children are very happy and often want to stay longer at collection time. Parents comment on the kind and energetic staff, saying they are good role models for their children. They are impressed with how quickly children settle at the club and look forward to their time there.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff show a good awareness of the signs and symptoms of abuse. This includes broader safeguarding matters, such as risks associated with the exposure of extremist views and behaviours. Leaders show a commitment to keeping staff's safeguarding knowledge current. This happens through regular training and monitoring, to ensure staff are fully aware of any risks and what action to take. There are robust recruitment and vetting procedures in place to make sure that staff are suitable to work with children. Leaders and staff carry out regular safety checks, inside and outside, so that the premises are safe for children.

Setting details

Unique reference number	2603603
Local authority	Surrey
Inspection number	10251621
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 5
Total number of places	20
Number of children on roll	32
Name of registered person	The Horsell Village After School Club Limited
Registered person unique reference number	RP902384
Telephone number	07760342139
Date of previous inspection	Not applicable

Information about this early years setting

Horsell Village After School Club registered in 2020. It operates from a classroom at Horsell Village School in Woking, Surrey. The club is open, Monday to Friday, from 3pm to 6pm, term time only. It employs four staff in total, two of whom hold a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the club.
- The manager took the inspector on a learning walk around the club and explained her intentions for the children.
- The inspector observed interactions between children and staff.
- The inspector spoke to children and parents during the inspection, and also took account of parents' written views of the club.
- On request, the manager provided the inspector with relevant documentation. This included evidence of staff suitability and first-aid training.

We carried out this inspection 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.

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