

Inspection of Vicky's After School & Holiday Club Limited

Standlake C Of E School, Church Green, Standlake, Witney OX29 7SQ

Inspection date:

20 January 2023

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 are happy and excited to see their friends as they enter the after-school club. They are enthusiastic to explore the wide range of activities on offer. Staff skilfully use the children's interests to help them plan engaging experiences that they know the children will enjoy. For example, children eagerly make pictures with creative materials and concentrate for long periods of time. As a result of the excellent planning, the atmosphere is calm and children feel safe and secure.

Staff have high behaviour expectations and children behave well. They quickly recognise when children need support and expertly divert their attention. For example, when children begin to bang toys loudly, staff talk to them about why their actions may not be appropriate. Children are learning to understand why behaviour rules are in place.

Children have extremely strong social skills and use these well. For instance, they confidently welcome visitors to the club and tell them about what they like to do. All children make lovely friendships and they appreciate one another's company. For example, they thoroughly enjoy playing spot the difference together and helping their friends to finish the puzzle. This is also seen as children giggle together and have hilarious conversations with their friends and staff about the origins of their names.

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

- Leaders recognise that regularly sharing information with the school that children attend is important. Teachers at the school remark on how good the provider's communication is. This ensures that the children at the club get the support they may need and helps to support their continuity of care.
- The staff know the children well and they use this familiarity to offer children sensitive and responsive support. They demonstrate this well as they get down to the children's level and talk with them as they explore the sand. Staff use their knowledge of how children learn to help children to articulate what they know and can do. As a result, children share delightful stories about their trip to a beach and how they relate the sand to this. They have lovely interactions with staff.
- The staff offer children plenty of opportunities to be physically active. They provide experiences such as table tennis for children to enjoy. Children delight in playing this together and enjoy swinging the bat and hitting the ball successfully. This helps children to release energy and engage well.
- Staff prioritise supporting children's well-being. They take time to celebrate their uniqueness and children are proud to share their achievements. For instance,

staff pay special attention to children who have received a certificate from school. This helps children feel a sense of belonging.

- Staff feel that it is important to promote children's understanding of healthy eating. This helps children to understand what foods are good for their bodies. For instance, at snack time, staff skilfully encourage children to give new foods a try and talk about what they can taste. As a result, children enjoy a wide range of healthy foods.
- Leaders have good strategies in place to ensure that staff access regular training. For instance, staff say that they appreciate reviews, such as peer observations, as this helps them to improve their practice. Staff enjoy training, such as playwork training. They comment that this has helped them to know when to support children in play without 'interfering'. This results in consistently high-quality interactions between staff and children.
- Parents are eager to share their positive feedback about the after-school club and the staff. They say that staff know the children very well and this helps children to settle quickly. Parents appreciate the daily verbal feedback about what their children have been doing that day. They adore the amazing activities on offer, such as a glow stick hunt or writing poems for Remembrance Day. Parents say that they are very accommodating to their families' individual needs. This means that children can attend club on ad hoc days, which helps them with continuity.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders attend regular safeguarding training to keep their knowledge up to date. They have an in-depth knowledge of issues, such as children who may be at risk of physical abuse or county lines. Staff know where to report if they have concerns over a child's welfare. They are clear on the procedures to follow if an allegation is made about a member of staff or leader. Staff carry out thorough risk assessments of the site before children enter. They help children to understand how to keep themselves safe. For example, staff teach children how to use the equipment appropriately and to wear the correct shoes. This helps to minimise the risk to children.

Setting details

Unique reference number	2605458
Local authority	Oxfordshire
Inspection number	10251678
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	30
Number of children on roll	25
Name of registered person	Vicky's After School & Holiday Club Limited
Registered person unique reference number	2605464
Telephone number	07887711454
Date of previous inspection	Not applicable

Information about this early years setting

Vicky's After School and Holiday Club Limited registered in 2020 and is situated in Standlake, Oxfordshire. The after-school club opens Monday to Friday, term time only. Sessions are from 3.15pm to 5.15pm. The club employs three members of childcare staff.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children told the inspector about their friends and what they like to do when they are at the after-school club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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