

Inspection of Vibrant Minds After School Club

Britannia Village Trust, The Britannia Village Hall, London E16 1TU

Inspection date: 29 March 2023

The quality and standards of early years provision	This inspection	Met
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	Previous inspection	Met
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What is it like to attend this early years setting?

This provision meets requirements

Children arrive happy to attend the setting. They wash their hands and quickly settle at a table with their friends. Healthy snacks are served by staff, who chat to the children about their day at school. Behaviour is good. Staff ensure the setting follows the same behaviour management systems as the school the children attend. This continuity means children clearly understand routines and expectations and helps them behave appropriately. Children follow adult instructions very well. For example, all of the children stop talking immediately and pay attention when the register is being taken.

All of the children are confident and able to manage their own self-care. They look after their belongings, go to the toilet themselves and put on their own coats before going home. Activities are stimulating and age-appropriate. They meet children's needs at the end of a busy day at school. Children choose what they would like to play with and enjoy a range of adult-led activities.

Personal and social development is well supported by the provision. Children are kind and respectful to each other. They share and take turns when playing. Older children take account of younger children and are considerate towards them, supporting them when they are having difficulties with something.

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

- The manager is keen that the setting is the best it can be. She regularly asks parents, staff and the children for feedback. She uses the outcomes to develop and improve provision. For example, children recently said they would like more art activities. As a result, the manager organised for an artist to come in and work with them on various creative projects.
- Staff are dedicated and hard working. Many of them have worked in local schools and have lots of previous childcare experience. This positively supports their work.
- The manager understands the importance of developing staff skills and knowledge. All staff complete regular safeguarding and health and safety training. Recent discussions with the staff team have highlighted a need for further 'play skills' training, which the manager has organised.
- Staff develop strong, meaningful relationships with children. They know them very well. Staff find out what interests them, and their likes and dislikes, before they start. This helps staff plan a programme of activities to make children feel safe and secure and they settle quickly as a result.
- Children are articulate and confident when talking to adults. They ask for help when they need it and willingly share their ideas during group activities. They

talk about how much they enjoy attending the setting and highlight how interesting the activities are.

- Children thoroughly enjoy the creative activities on offer. Children shape and model clay, draw and colour pictures and make collages. Staff provide them with a wide range of art materials and equipment to support their work. However, some staff do not support younger children's developing creativity well. Rather than encouraging children when they are having difficulty, they tend to complete the activity themselves. This means children do not acquire new skills.
- Children have some opportunities to be physically active, both inside and outside. However, the outside space is not fully accessible, as there are some unsafe areas. This means children are not able to run around easily and let off steam at the end of the day. The manager is very aware of this and is working with the community centre to improve the situation.
- Staff have strong relationships with the local school. Teachers share relevant information about the children with them when they pick up. This ensures there is continuity of care across the settings and positively supports children's transition to after-school care.
- Parents are very complimentary about the setting. They appreciate staff communication and say they receive daily updates about their children's activities and emotional well-being. They mention how kind and nurturing the staff are and feel that their children are kept safe at all times.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff understand their roles and responsibilities in keeping children safe. They understand the steps they must take if they are concerned that a child may be at risk from harm, including whistle-blowing. They complete regular safeguarding training to keep their knowledge up to date and key staff have completed designated safeguarding lead training. All staff are subject to appropriate checks to ensure they are suitable to work with children. Regular risk assessments are completed to ensure the premises and resources are always safe for children to use.

Setting details

Unique reference number	EY485214
Local authority	Newham
Inspection number	10264645
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	5 to 5
Total number of places	35
Number of children on roll	37
Name of registered person	Vibrant Minds After School Club Limited
Registered person unique reference number	RP532968
Telephone number	07718 424 756
Date of previous inspection	21 June 2017

Information about this early years setting

Vibrant Minds After School Club registered in 2015. It is situated in Silvertown in the London Borough of Newham. The club opens Monday to Friday, from 3.15pm to 6pm, during term time. The provider employs five members of staff, all of whom hold relevant childcare qualifications from level 2 to level 6.

Information about this inspection

Inspector
Paul Church

Inspection activities

- This was the first routine inspection the setting has 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 setting.
- The manager and the inspector carried out a learning walk together. The inspector assessed the impact of the quality of staff's interactions and the play opportunities they provide for children.
- At convenient times during the inspection, the inspector spoke to the manager, staff, children and parents and considered their views.
- A range of documentation was sampled by the inspector, including information on the suitability of staff, first-aid certificates and safeguarding policies and procedures.

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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