

# Inspection of Vicky's After School & Holiday Club Ltd

Freeland C Of E Primary School, Parklands, Freeland, Witney OX29 8HX

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Inspection date:

11 November 2024

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

**This inspection**

**Met**

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Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are happy and settled at the club. They arrive from school eager to find out what is on offer for them. Staff teach children about the importance of waiting for their turn, sharing the resources and using good manners. They support children to regulate their emotions when they are feeling overwhelmed and help them to express how they feel. Children behave well. They follow staff instructions and understand the rules and boundaries of the club. The club routine is well embedded, this keeps children alert to what is happening next and helps them to feel safe and secure.

Children have regular opportunities to be physically active in the school playground and surrounding fields. They have great fun as they kick footballs and chase each other playing tag. The use of torches and glow sticks enables children to access the outside space during the darker evenings. Children eagerly work together to link the sticks together to make necklaces and crowns using small, intricate connectors. This means that children have plenty of opportunities to develop their finger and hand skills as well as developing their large muscle skills.

Staff teach children how to manage good hygiene routines. For example, children confidently wash their hands on arrival and before having a snack and understand the importance of this.

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

- Staff engage children in lovely back-and-forth conversations. They ask children questions about their day at school and show a genuine interest in their lives. Children chat to each other about the things they enjoy doing at the club. They have good social skills and are confident communicators.
- Children enjoy creative activities, such as painting their hands to make handprint poppies for a display. They work together to figure out how to place their hands flat on the paper to make the best print. Younger children are supported well by staff to write their names on their pictures. Children are motivated to take part and keen to complete the activity before they go home.
- The provider and staff support children with special educational needs and/or disabilities well. They work closely with the school and parents and provide additional support, when needed, to ensure all children's needs are met.
- The setting supports children to develop independence skills. On arrival, at the end of the school day, children put their belongings away. When going to the garden, children independently put on their own coats doing up buttons and zips where appropriate. Staff prepare a variety of food for children to choose from and ensure children learn about healthy eating and making healthy choices.

- Staff provide a wide range of resources that children can choose from throughout the session. Staff follow children's interests well. For example, children request to keep the building bricks out after snacks when activities are change around. Children make choices in what they play with, increasing their engagement and enjoyment.
- The managers and staff have developed secure partnerships with the host school as well as with parents. They regularly share information about children's daily activities and interests to ensure continuity of care. Parents are highly complimentary about the club, including the consistent support and care their children receive from the dedicated staff team.
- Staff report that they enjoy their roles and feel well supported by the owner and the manager. Their genuine interest in children is evident. This helps children develop a sense of belonging. Children build strong relationships with staff and respond well to their caring nature.
- The provider understands how to reflect on the quality of the provision. She identifies areas for further development through observations and supervisions, as well as talking to parents, children, and staff. This reflective practice helps to ensure that the provision offers continual high-quality care.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	2695033
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10363629
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Vicky's After School & Holiday Club Limited
<b>Registered person unique reference number</b>	2605464
<b>Telephone number</b>	07887711454
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Vicky's After School & Holiday Club registered in 2022. It is based in Freeland CofE primary school in Whitney, Oxfordshire. Sessions are from 07.30am to 9am and from 3.15pm until 5.15pm, Monday to Thursday, term time only. The club employs four members of childcare staff. One member of staff holds an appropriate early years qualifications at level 3.

## Information about this inspection

**Inspector**  
Chris Lamey

## Inspection activities

- The provider and the inspector completed a learning walk. The provider explained what activities were on offer inside and out.
- The inspector held discussions with children, staff and parents to assess their views of the club.
- Documents were sampled and evidence of the suitability of staff working at the club was viewed by the inspector.
- The inspector observed activities to assess how effectively staff and resources meet children's needs and interests.
- The inspector held discussions with the manager about her leadership and management. They discussed a variety of aspects, including recruitment, self-evaluation processes and plans for continual improvement.

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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