

Victoria House Out of School Club

Inspection report for early years provision

Unique reference number	EY375372
Inspection date	13/05/2011
Inspector	Fiona Robinson
Setting address	Oldbury Park Primary School, Oldbury Road, WORCESTER, WR2 6AA
Telephone number	01905 424 878
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Victoria House Out of School Club is one of four settings managed by Victoria House Day Nursery Limited and was registered in 2008. It operates from the main hall in Oldbury Park Primary School, Worcester. Children have access to the school grounds for outdoor play. The club supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 50 children aged between four and eight may attend the club at any one time. There are currently 11 children in the early years age range on roll. The club also accepts older children up to the age of 11 years. It is open five days a week during term time. Sessions are from 7.30am to 9am and from 3pm to 6pm. The holiday club operates from 8am to 6pm during school holidays. Children attend from the host school and for a variety of the sessions on offer.

There are five members of staff who work directly with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3; one holds a NVQ at level 2; and one is working towards a NVQ at level 3. Operational links are in place with other early years providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well behaved and are keen to participate in well resourced activities. Staff are effective at promoting the children's welfare and children feel valued and fully included in activities. Partnerships with parents and the host school are good and information is shared effectively. Children achieve well in a stimulating environment. The manager and staff have a clear knowledge of the club's strengths and areas for improvement and demonstrate a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend opportunities for children to explore and investigate their natural environment
- develop the use of information and communication technology during activities to extend children's learning.

The effectiveness of leadership and management of the early years provision

Children's safety is protected well because staff have a good awareness of safeguarding and child protection issues. Comprehensive policies and procedures are implemented to ensure children's safety. Risk assessments are carried out daily to keep the environment safe. Collection procedures are rigorous and followed carefully by parents and carers. Children play with a wide range of equipment that is well maintained and suitable for their age. Regular fire drills are practised in keeping with procedures so that staff and children are familiar with the routine. Children are well supervised in the indoor and outdoor environments. Robust recruitment and vetting procedures ensure that adults working with or having contact with the children are suitable and qualified.

Partnerships with parents and carers are good and their views are listened to and acted on. They say their children enjoy attending the club because staff are caring and supportive and they take part in a good range of fun activities. Staff share information effectively through informal discussions, comprehensive newsletters and the parents' notice board. They keep parents informed of the achievements and progress of the children. The club has good links with the host school and information is shared effectively with staff. The children benefit from the use of the hall, playground and school field. There are strong links with outside agencies and there is good provision for children with special educational needs and/or disabilities. Staff work hard to ensure children have a smooth transition to and from school.

The club is well led and managed and the manager and staff meet regularly to discuss planning, assessment and areas for improvement. Good progress has been made in addressing the recommendations of the previous inspection. Planning grids are completed and evaluated by staff when identifying the next steps in learning. Staff work well as a team. There are good self-evaluation systems in place and the manager and staff have a clear understanding of further improvements. All children are involved in the indoor and outdoor play activities on offer and staff actively promote equality and diversity in football and team games and through the celebration of festivals. Good care and sensitivity is shown towards children with special educational needs and/or disabilities. Staff access relevant training courses and work hard to build on their qualifications to offer specialised care. A good range of resources are used to meet most of the needs of the children, for example the layout and organisation of the outdoor area has been developed. However, planning shows that opportunities for children to explore and investigate their natural environment are not fully developed and there are more limited opportunities for children to enhance their skills with information and communication technology, such as the digital camera. Activities are modified and realistic targets are set for the children so that they make good progress.

The quality and standards of the early years provision and outcomes for children

There is well organised and purposeful indoor and outdoor play for children. Staff value the children's interests and ideas and include these in activities. Themes, such as animals and spring enhance their experiences and key staff evaluate the achievements of children in their learning journeys. Children behave well because staff are very good role models with clear expectations. They are polite, friendly and aware of the club rules which they helped to compile. They care for their environment and are made aware of issues, such as recycling, through topic work. They make independent choices over the games they play and share resources sensibly. Children with special educational needs and/or disabilities are supported well in their learning.

Children's health is promoted well through physical exercise and healthy eating. They have a good understanding of keeping healthy and safe. They enjoy a good range of foods, such as cereal, fruit, toast, milk and fruit juice at breakfast. After school they select healthy toppings for their pizzas and use tools safely to prepare fruit salads. Their physical skills are developed well through team games, such as football, dodge ball, cricket and rounders. Children learn a lot about staying safe as they benefit from talks on road safety by the community police service and staff.

Children are keen to participate in a good range of indoor and outdoor activities. Their creative skills are developed well through painting and collage work. Children enjoy making kites to fly and models out of clay. They use their communication, language and literacy skills well in role play, as they take toy animals to the vets. There is a friendly atmosphere as children are keen to play games of pool with each other. Personal development and social skills are promoted well through parachute games. Children enjoy performing for one another and practise their singing, dancing and comedy acts for a talent competition. They enjoy building dens and looking for insects. The children access a varied range of topics and learn about life in other countries, such as Japan, and enjoy craftwork and food tasting experiences associated with these. During holiday times they benefit from visits to the local library and Hanbury Hall. Overall, children develop their independence well and acquire skills that will help and support them in the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met