

Victoria House Out of School Club

Oldbury Park Primary School, Oldbury Road, WORCESTER, WR2 6AA

Inspection date	24/09/2013
Previous inspection date	13/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are lively, confident and enjoy attending this welcoming club. Practitioners know children well and they are all included, valued and respected. This helps children to form secure attachments with practitioners and develop a sense of belonging.
- Children are sociable, courteous and well behaved. Practitioners are kind and caring. They are positive role models who consistently apply appropriate strategies and provide clear guidance for children about what is acceptable behaviour.
- Practitioners have a secure knowledge and understanding of the Early Years Foundation Stage and how young children learn. They provide a good balance of activities to promote children's learning through play, discussions and group activities.
- Partnerships with parents and the host school are good. This supports a smooth transition between school and the club, which supports continuity in children's care and learning.

It is not yet outstanding because

- Opportunities for children to become aware of their own learning goals and be involved in planning their future learning have not been fully embraced.
- The organisation of resources to enable children to make further choices about their own play has not been fully explored.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the school dining hall, the outside play space and children having their teatime snack.
- The inspector held a meeting with the manager and talked to practitioners and children at appropriate times during the inspection.
- The inspector looked at documentation, including evidence of practitioners' suitability, children's records, observation records and a selection of policies and procedures.
- The inspector held a meeting with the owner of the club following the inspection.
- The inspector took into account the views of parents and carers and children spoken to on the day of the inspection.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Victoria House Out of School Club registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings owned by Victoria House Day Nursery Limited. It operates from the dining hall in Oldbury Park Primary School in Worcester. There is an enclosed area available for outdoor play. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club provides out of school care for children attending the school. The club is open each weekday during school term times from 7.30am to 9am and from 3pm to 6pm. The holiday club operates from 8am to 6pm during the summer holidays. Children may attend for a variety of sessions. Currently, there are 29 children on roll, 12 of whom are in the early years age range. There are four practitioners who work directly with children, three of whom hold appropriate early years or playwork qualifications at level 3 and one who holds a level 2 qualification. The out of school club has close links with the host school.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend further opportunities for children to make free choices about their play and exploration, to further enhance their enjoyment and achievement
- help children to be involved in contributing information to their observation books, so that they can become aware of their own goals, the progress they make and influence plans to support their future learning and interests.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settle quickly at this welcoming club where the emphasis is on learning through play and having fun. They enjoy attending and receive a warm welcome from practitioners on arrival. Practitioners have a good knowledge and understanding of how children learn. They work well with the host school to complement children's learning, enabling children to make further progress. Older children encourage the younger children to be involved in their games. Children sit together to construct models and play board and card games where they successfully use their critical thinking skills. Children's expressive art and design skills are fostered well. They draw lovely pictures, create their

own magazines and write stories. This also supports their developing literacy skills. Building models is a firm favourite with all children and some children reflect on past activities as they look at the photographs on the digital photo frame. They then go and try to recreate the model they built, bringing it back to see if it is the same. Overall, children have access to a wide range of toys and equipment which they clearly enjoy. Practitioners set out a range of toys ready for children's arrival at the club and some activities are planned. There is scope to improve the opportunities for freely chosen play and exploration to further enhance children's enjoyment and achievement.

Children have positive relationships with practitioners, who listen with genuine interest to what they say. Practitioners skilfully support children to acquire skills and help them develop. They join in with their play and this helps children to develop their language skills and confidence as they engage in conversations. This is particularly evident when children are building models and while playing with small world toys, such as a range of pony figures. All children are keen to use the outside play space and after tea there is an overwhelming vote for outdoor play. Practitioners provide children with positive role models, for example, while playing outdoors, they help children to refine their coordination skills as they play badminton. Children's understanding of the wider world are fostered effectively. Planned activities and discussions help children learn about the meaning of different festivals and celebrations, such as Diwali and Harvest. Children have access to computers and confidently use programmes to develop their skills in information technology.

Practitioners carry out observations of children during their play, they note any significant changes and the progress children make. They have a good knowledge of the areas of learning and children's expected levels of development. Practitioners use the information gained from their observations to consider children's individual interests when planning activities. There is a good focus on promoting skills in the prime areas of learning, helping children to form good relationships with their peers, develop confidence and understand the rules for being together. However, there is scope to strengthen children's involvement in planning by helping them to be more aware of their own learning goals. Thus continuing to further support children in moving forward in their learning.

Practitioners work well in partnerships with parents to benefit children. They exchange information with parents at collection times about children's care, learning and well-being. Some of the younger children attending the club have just started school. The good links with school helps support a smooth transition to the club after a school day. Some children show a reluctance to go home at collection times because they are having fun with their peers. It is very evident children enjoy attending this club.

The contribution of the early years provision to the well-being of children

Practitioners have a caring approach and build up a warm rapport with children. They help all children to settle in and feel comfortable in the group. For example, a practitioner provides gentle reassurance to children, some of whom have just started school, and who are not as familiar with their environment and the outdoor play space. The successful key person system ensures that all children form strong bonds and attachments, which

promotes their well-being and sense of security.

Children behave very well and receive plenty of praise. Practitioners tell children when they have done a 'fantastic job', for example, when they help out at teatime. Practitioners provide children with positive role models helping children to learn about the clear boundaries and rules for being together. Children use good manners, they take turns and consider others as they play. They learn how to keep themselves safe and gentle reminders from practitioners help children to understand the boundaries in place to ensure their safety, particularly in the outdoor play spaces. Children are familiar with the evacuation procedures and they know how to safely exit the building in the event of an emergency.

This is an inclusive club where all children and their families are welcomed and respected. Children's individual needs are identified from discussions with parents, which ensure children's needs are met from the outset. Children who speak English as an additional language are supported by practitioners, who make sure they have signs, pictures and key phrases in each child's own language. This helps children to settle and feel secure. Children with special educational needs and/or disabilities receive good care and support. Practitioners work closely with parents and the school. They fully recognise the importance of this collaborative approach to ensure smooth and confident transitions take place and children's individual needs are met.

Children's health and well-being are supported effectively. Their individual dietary needs are discussed with parents and taken into account at mealtimes. Children develop a good understanding of a healthy lifestyle. They are provided with foods that reflect a balanced diet, such as, cheese and crackers, wraps, salad and fresh fruit. They demonstrate a good understanding of managing their own hygiene and personal needs and wash their hands before eating. Children enjoy sitting together at teatime and this is a sociable time when they can relax and chat to their friends. In addition to the outdoor play space, children play in the school hall when it is available. This means they can be active throughout the year by playing team games indoors.

The effectiveness of the leadership and management of the early years provision

Children's welfare is promoted effectively. This is because the manager and the practitioner team have a good understanding of how to protect children in their care. Practitioners are confident in the effectiveness of procedures regarding allegations of abuse and reporting child protection concerns. They understand and describe their responsibility to escalate any child protection concerns by following the safeguarding procedures. Comprehensive policies and procedures are in place and shared with parents. They provide clear guidelines about the procedures to follow and who to contact in the event of a concern. This ensures children's well-being is promoted effectively. All of the required documentation is in place to meet requirements. Children's hours of attendance are carefully monitored on arrival at the setting and when they leave with parents.

Vetting procedures are robust and include evidence of suitability checks being undertaken.

New practitioners are supported well. The induction process helps them to be confident and able to implement the setting's policies and procedures effectively. The arrangements for appraisals and practitioners professional development are well considered. The provider has clear and effective procedures in place to ensure the ongoing suitability of practitioners. This means that children's safety and well-being is a priority. Risk assessments are carried out and regular safety checks are in place. Practitioners make sure children are cared for in a safe and secure environment. There are good arrangements for admitting visitors to the club, with rigorous checking procedures to confirm their identification. Practitioners are deployed appropriately in the outdoor play space to ensure children's safety.

The manager and practitioner team work well together to create an environment that is welcoming and where children enjoy themselves. They have a secure understanding of how to meet the welfare, learning and development requirements. Children's progress is monitored effectively to ensure that their learning is complemented and supported during their time at the club. Effective collaboration between all partners involved in the children's care ensures they progress in their learning and their safety and well-being are fostered successfully. Parents speak highly of the club and how their children are very happy and keen to attend. They talk about the calm atmosphere and how this supports their children's play and learning experiences. As a team, they reflect on practice and can identify their strengths and areas for development. The manager is beginning to gather the views of parents and children and plans to devise a newsletter for parents. Overall, they demonstrate a good commitment to continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY375372
Local authority	Worcestershire
Inspection number	936702
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	29
Name of provider	Victoria House Day Nursery Limited
Date of previous inspection	13/05/2011
Telephone number	01905 424 878

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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