

Vicarage Park After School Club

The Bungalow, Vicarage Park School, Kendal, Cumbria, LA9 5BP

Inspection date	12/03/2014
Previous inspection date	25/03/2010

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

- The manager and staff provide highly creative and innovative experiences which motivate children and ignite their curiosity. As a result, they are keen and active learners as they enjoy their time at the club.
- The strong and supportive committee works well with managers and staff, meaning leadership is strong, which helps to ensure that children receive good quality in their learning experiences.
- Safeguarding is good at the setting because leaders, managers and staff understand their roles and responsibilities and teach children to keep themselves safe.
- Managers and staff develop good partnerships with parents. They communicate well to identify children's needs and share children's achievements after school effectively.

It is not yet outstanding because

- The policies and procedures are not constantly available for parents and carers to look at when they choose, so they can make further choices about children's care and make sure they have the most up to date information.
- A clear and precise improvement plan is not yet fully developed. Consequently, areas prioritised for improvement are not specific or measurable to raise quality even further.

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 and talked with children in the main room and outside.
- The inspector checked evidence of suitability of staff working with children and committee members.
- The inspector held discussions with the manager and committee members, taking their views into account.
- The inspector viewed a range of documents, including relevant policies and procedures, the provider's self-evaluation form and risk assessments.
- The inspector viewed children's files and assessments, photographic evidence of children's activities and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Janice Caryl

Full report

Information about the setting

Vicarage Park After School Club was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee and operates from a converted bungalow within the grounds of Vicarage Park School, Kendal, Cumbria. The club serves the local area and is accessible to all children. It opens Monday to Friday, from 3.15pm to 6pm, term time only. A holiday club operates during school holidays on demand for full days. Children attend for a variety of sessions. Children are cared for from three rooms and associated facilities and there is a secure enclosed area available for outdoor play. There are currently 107 children on roll, six of whom are in the early years age range. It supports children with special educational needs and/or disabilities. There are currently six members of staff working directly with children, five of whom have an appropriate early years qualification at level 3. The club is a member of 4children.

What the setting needs to do to improve further

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

- improve the already good information shared with parents and carers, by ensuring that the policies and procedures are made available for them to view at all times
- strengthen self-evaluation and the agreement of shared goals, by developing a more precise improvement plan, which identifies and prioritises specific targets to help improve quality for all children.

Inspection judgements

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

The managers and staff have a good knowledge and understanding of the Early Years Foundation Stage. As a result, teaching is good and children receive a wide and varied programme of activities. These are innovative and creative, motivating and enthusing children. Information gathered when children first start is used to help key persons gain a better understanding of children's needs and requirements. Subsequent observations and activities are evaluated to inform children's next steps. Consequently, children are supported well in making progress and enjoy their experiences at the club. Observation reviews are informative, giving a valuable update of children's progress in all the areas of learning. In addition, the reviews clearly indicate whether there are areas of concern or where further support is needed. Staff involve children in the planning by asking them what they would like. Issues and ideas are discussed and decisions are respected by all. For example, children decide that the best way to meet everyone's needs and manage the play space is to have football activities on alternate weeks. Consequently, children feel

respected and valued and abide by the decisions made. Staff have high expectations of children and challenge them to try new things. Children are given good support and encouragement so that they persevere and achieve personal goals. For example, the large climbing frame is daunting for younger and smaller members but with help and reassurance, children become more confident and explore the equipment more readily.

The environment is well-resourced and children immediately become engaged in activities of their choice on arrival. They are anxious to play outside which is aptly resourced to meet all children's needs. For example, children play football, use the climbing frame, run and play, working together and building relationships with each other. Opportunities for children to draw and create bead pictures are also available outside. As a result, those children who chose to be less active still benefit from the fresh air in the outdoor environment. The Community Police Officer arrives to chat and mingle with children. This is a regular occurrence and children benefit highly through the strong developing relationships between the police and the community. Children learn to keep themselves safe through talks on internet safety. They become more self-assured regarding other sources of help and support should they ever need it. Staff successfully promote communication and language as they build on learning experienced in school. For example, children learn to alliterate in fun and imaginative ways. For example, they create 'putrid pancake' pictures by adding items, such as 'slimy slugs' and 'crispy caterpillars'. Staff make use of the dark nights by introducing star gazing activities. Children are delighted as they observe the night sky and work with staff to make constellations using tea lights. As a result, they learn to understand more about the world, space and the atmosphere as they discuss the phenomenon. Staff support children in making decisions about fundraising ideas. Children enjoy baking and decorating cakes and biscuits, which they then sell. As a result, they develop their mathematical skills through weighing and measuring and handling money. In addition, they gain further understanding of how different materials and ingredients work together and a sense of pride in their achievements. Staff have worked with children to design and develop a garden that is inspirational. Ideas and suggestions have developed into creative willow structures in which children can talk, developing communication and language and personal, social and emotional development. Other structures enable children to walk through and develop their imagination as they watch the willow grow and cover the structure. Children are delighted as they show how the bulbs they planted have developed into daffodils and point out the newly developed buds on the trees. As a result, children learn about growth and development in the natural world.

Staff engage with parents and carers at the setting effectively. They are kept fully informed and involved with their children's learning. Learning journals are available at all times for them to peruse. These are very informative and give a good account of the activities that children do and how they are progressing. Parents comment on how welcoming the setting is. They are kept constantly up to date with any developments regarding their children and all messages are relayed effectively. Parents are invited to open evenings where they can gain a better insight into activities that children experience in the club, resulting in positive partnerships being established.

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

Key persons work effectively with children and their families helping to form secure and strong relationships. As a result, children are confident and self-assured in their environment and demonstrate their attachments by happily engaging in activities and effectively communicating with key staff. Staff foster children's emotional well-being as they settle in, through successful liaison with the schools and links with parents and carers. Children quickly learn and follow the routine as they are safely escorted from school to the club. Consequently, they establish a sense of belonging and self-assurance. Staff support children's welfare further by involving them in setting their own 'code of conduct'. As a result, children's behaviour is well-managed because they understand and happily comply with rules and boundaries. The visual display helps staff remind children of their mutual agreements and older children are encouraged to help and support younger members. This further reinforces effective behaviour management, thus helping children to feel emotionally secure and safe amongst the different age groups.

Healthy eating and active lifestyles takes a high priority within the club. Children take great delight and have fun during the 'healthy eating week'. There is great merriment as they work with staff to make a fruit salad. They chop bananas and apples and discuss the frozen berries as they prepare to make fruit smoothies. Children choose the ingredients for each type of smoothie and then help blend it, adding different juices to make it more liquid. As a result, children learn new skills as they enjoy the process and are keen to try the end product. Snack consists of tomatoes, broccoli, peppers and carrot sticks, which are beautifully presented. Consequently, children are eager to try the different coloured fruit and vegetables accompanied by rice cakes. Staff clearly explain and indicate from the white board what ingredients have gone into the smoothies. Children are encouraged to choose and try one, while having a further choice of milk, water or diluted juice. As a result, they develop their literacy skills as they learn about different food and drink choices that are healthy and nutritious. Staff promote a positive attitude to exercise and being physically active. The environment and resources entice children to play and do activities outside so that this becomes a natural part of the daily routine. Staff teach children about keeping safe and support them in being aware of hazards in the environment. For example, children are safely escorted between the school and club, but are taught to keep themselves safe as they cross the road. They confidently and assuredly use the space well throughout the club, developing an understanding of risk as staff remind them to tidy up and be aware of others.

The managers and staff fully understand the importance of effective transitions as children move between different settings. The links between the club, the host school and nursery are extremely strong. This means that all staff work effectively together to ensure there is a consistent approach to children's care and learning. These links, along with the partnerships established with parents and carers, ensure children are emotionally prepared and self-assured as they transfer between settings. In addition, the managers and staff have successful links with other settings, meaning other children attending are equally well supported.

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

Leadership and management are good. The committee is fully aware of their roles and responsibilities in ensuring the safe and efficient management of the setting. Recruitment of staff is robust. They ensure that new staff are suitably qualified and properly vetted before commencement, helping to keep children safe. In addition, an effective induction procedure means that new staff are fully aware of procedures and are confident as they start work with children. All staff are trained in child protection and first aid. They demonstrate their knowledge and understanding of what to do if they have a concern, or if a child has an accident. This means that children are further protected from harm or abuse. Risk assessments and daily checks are thorough, identifying immediate and long-term hazards. Consequently, leaders and managers are assured in the knowledge that children can play safely. Staff appraisals and supervision sessions are completed regularly. These result in valuable opportunities to discuss and share personal and professional needs and development. Consequently, children benefit because staff remain enthusiastic and motivated in their work. Professional development and further training opportunities are encouraged and supported by the management committee. This further ensures that the staff team is of a high quality and fully committed to providing first-class experiences for children.

Policies and procedures are clear, well-written and reviewed regularly by the management committee. For example, leaders and managers are efficient and effective in keeping children safe as they adhere to the 'transfer of control' policy as children move between settings. In addition, the safeguarding policy is constantly reviewed to ensure legislation is current. The policies and procedures are shared with parents and carers when children first start. However, these are not readily available for parents to revisit should they need to when they are updated or reviewed. The manager reports to members of the committee regularly, so that they are fully informed and can monitor the provision effectively.

The managers and staff have a deep knowledge and understanding of how children learn. Members of the staff team frequently meet to plan, review and discuss ideas and suggestions put forward by children. This enables the programme of activities to be monitored closely to ensure all children's needs and interests are met. Children's learning experiences and development are discussed with key persons and regular reviews meaning planning is targeted to suit individual needs. As a result, any gaps or areas of concern are easily identified so that intervention can be put in place. The manager works closely with linked settings and other professionals to ensure there is a consistent approach, so that children make good progress relative to their needs and abilities. Self-evaluation is good and identifies priorities to support children further in their care and education. There is a collective approach from children, staff and parents as discussions and consultations help to inform the priorities. The support and advice from the local authority is equally utilised effectively, helping ensure all requirements are met efficiently. However, there is scope to improve self-evaluation to include a more precise improvement plan to maintain and enhance the good quality provision.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY313364
Local authority	Cumbria
Inspection number	856742
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	107
Name of provider	Vicarage Park After School Club Committee
Date of previous inspection	25/03/2010
Telephone number	01539 738269

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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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