

Vicarage Park After School Club



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

Inspection date	1 December 2016
Previous inspection date	12 March 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not have robust systems in place to ensure that all committee members are suitable for their role. Ofsted has not been provided with the necessary details of each individual so that suitability checks can be completed.
- The continued professional development of staff is not yet sufficiently focused on raising the quality of practice to the highest possible level.

It has the following strengths

- The manager is highly qualified and leads a well-qualified team of staff. They provide high levels of care and very good support to help children consolidate and build on their achievements in school.
- Children's behaviour is excellent. Staff help them to understand rules, routines and boundaries. Children learn to be helpful, take care of each other and build friendships across all ages. This helps to create a family feel in the setting.
- The indoor and outdoor environment is inviting for children. The manager maintains a good overview of the activities available. She ensures that these promote children's interests and reflect their stages of development.
- Staff build strong partnerships with parents, who appreciate their flexible and supportive practice. Good communication between staff, parents and the school help to ensure that children's individual needs are met as they move between home, school and the setting.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that Ofsted is provided with the necessary information to enable them to carry out suitability checks on all committee members.	31/12/2016

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

- focus the continued professional development of staff on what they have to do to raise the quality of their practice to the highest level.

Inspection activities

- The inspector viewed the areas of the school site used by the setting.
- The inspector observed children inside and outdoors and assessed the quality of teaching and learning.
- The inspector spoke to committee members, the manager, staff, parents and children during the inspection.
- The inspector viewed a range of documentation, including self-evaluation records, improvement plans, policies and procedures, children's records, qualifications, training records and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management requires improvement

The registered provider has failed to ensure that Ofsted has the information needed to carry out suitability checks on all committee members. However, this is only in relation to those committee members who do not have a role in recruiting staff or unsupervised contact with children. Therefore, it has had minimal impact and children have remained safe in the setting. The arrangements for safeguarding are effective. Setting staff have a good understanding of safeguarding issues. They know how to act and who to contact if they have any concerns about a child's welfare or development. The premises are secure and risk assessed to reduce hazards. Children are effectively supervised. Self-evaluation helps to bring about positive change. The views of other professionals, parents, staff and children are used to develop focused improvement plans and targets for development. Good systems are in place for recruitment, induction and staff supervision.

Quality of teaching, learning and assessment is good

Staff make regular and accurate assessments of children's achievements. These are recorded in individual files. Files include observations and photographs, which evidence how children are developing skills across all seven areas of learning. They are shared with parents and teachers in school to keep them well informed and support children's learning elsewhere. Interesting and challenging experiences are planned and make the most of the environment to engage and excite children. For example, as the sun goes down, children enthusiastically use torches in a fun game outdoors. Staff play alongside them as they search in the dark for hidden objects. Children show great delight as they find each object and bring them to staff. Children have access to a range of good quality resources, tools, equipment and materials. They mark make, explore, investigate, test out their ideas and play imaginatively. Staff offer children a good balance of support and challenge as they help to extend their knowledge and develop their thinking skills. Children benefit from working with and learning from children of all ages and stages of development.

Personal development, behaviour and welfare are good

Staff chat to children about their time in school as they guide them safely to the setting. They teach children about dangers and how to assess risks as they play. Children form strong bonds with staff, who get to know them well. Staff support children's emotional well-being effectively and are quick to identify and comfort children who may be feeling tired, anxious or unwell. Information gathered from parents when children start in the setting is used to provide continuity of care and help children to settle quickly. Staff support children as they develop increasing independence. Children help with tasks, do things for themselves and access resources as they make choices and play together. Staff make sure that children understand and follow hygiene routines. They have nutritious and balanced snacks, often trying foods from around the world. Children have access to a stimulating and sensory garden space. They have been involved in projects to develop this area and are extremely proud of it. They clearly enjoy connecting with nature and the natural world as they get regular fresh air and exercise outdoors.

Setting details

Unique reference number	EY313364
Local authority	Cumbria
Inspection number	1060926
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 12
Total number of places	25
Number of children on roll	95
Name of registered person	Vicarage Park After School Club Committee
Registered person unique reference number	RP907457
Date of previous inspection	12 March 2014
Telephone number	01539 738269

Vicarage Park After School Club was registered in 2005. It is managed by a voluntary committee and is situated on the site of Vicarage Park School, Kendal, Cumbria. It opens Monday to Friday, from 3.15pm to 6pm and, on demand, from 8.30am to 5.30pm, during school holidays. There are currently five members of staff. Of these, three hold an appropriate early years qualification at level 3 and one at level 2. The manager is a qualified teacher.

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