

Inspection of Vicky's After School & Holiday Club

John Blandy Primary School, Laurel Drive, Southmoor, Abingdon OX13 5DJ

Inspection date:

13 January 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and excited as they enter the after-school club and sit down for a snack. They eagerly tell the staff and their friends about their day at school. Children thoroughly enjoy exploring the wide variety of activities on offer. They jump with joy as they go outside to play sports.

Staff have high expectations of children's behaviour. Their recent training has helped them to support the children to shape their own set of club rules. Children respond extremely well when reminded of the expectations. For instance, staff talk to children about the conversations they have previously had about keeping their shoes on to keep their feet safe. They are beginning to understand why behaviour rules are in place.

Children are extremely polite and have lovely manners. For example, they kindly ask staff to help them to get the play dough out. Children have respectful relationships and make good friends. For example, older children ask the youngest for cuddles and they smile with joy as they share the moment.

Children value one another's company and it is clear that they adore the opportunity to play with a wide range of different-aged children at the club. For example, older children proudly show younger children how to play magnetic darts. They beam with joy and jump with excitement when they hit the board. This helps to build children's social skills.

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

- Staff are extremely knowledgeable about how to support children's individual needs. They recognise those children who need support and are quick to respond to this positively. For instance, staff expertly distract children from interrupting other's play by asking them to be a 'helper of the day'. This helps children to focus on positive interactions and the atmosphere is calm.
- Staff and children share warm and caring relationships. The staff know the children well and spend quality time with them, teaching them new skills. This helps children's well-being. For example, staff patiently sit alongside children and explain in simple terms how to play games, such as chequers. Children transfix on the game and quickly learn how to play independently.
- Staff are enthusiastic about offering children engaging and exciting activities. For example, children have exceptional focus as they play catch with others in the sports net. They have delightful experiences to choose from and they enjoy their time at the after-school club.
- Leaders liaise well with the school that children attend. There is a constant flow

of information between them. For example, they share children's interests and what they are working towards in school. This ensures that staff know how to support children's individual needs. This helps children have a continuity of care.

- The provider is extremely proactive in supporting staff's continual professional development. For example, staff attend play work training to help staff learn how children play and how they can support children and meet their needs. This has a positive impact on children's experiences. For example, staff consistently get down to the children's level and talk to them about their ideas during play.
- Leaders are passionate about offering high-quality care for all children. They continually review their practice and make changes to improve the experiences they offer. For example, some children have time and space to be independent and spend some time away from larger groups of children. This supports children to feel safe and secure.
- Staff build close bonds with children and their families. Parents appreciate the daily verbal feedback and photos of what their children have been doing that day. They say that staff are very approachable and supportive of their needs. Parents value the feedback questionnaires they receive and say this helps them to share their views on the care provided. This helps to build trusting relationships between the staff and parents.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff attend regular training to keep their knowledge of safeguarding matters up to date. They are all very knowledgeable and confident in knowing how to spot signs and symptoms of a child who may be at risk of harm. For example, staff recognise the importance of children's attendance and know where to report it if they had concerns that a child was missing from their care for some time. They also know how to report an allegation about a member of staff and who to contact if their concerns were about the leaders. Staff carry out daily risk assessments to ensure the site is safe. For example, they check for any broken equipment and remove it before children enter for the day. This minimises the risk to children.

Setting details

Unique reference number	2605465
Local authority	Oxfordshire
Inspection number	10251682
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 8
Total number of places	40
Number of children on roll	14
Name of registered person	Vicky's After School & Holiday Club Limited
Registered person unique reference number	2605464
Telephone number	07887711454
Date of previous inspection	Not applicable

Information about this early years setting

Vicky's After School & Holiday Club registered in 2020. It is based at John Blandy Primary School in Abingdon, Oxfordshire. The out-of-school club is open Monday to Friday during term time between the hours of 3.15pm and 6pm. There are five staff members. Two have a relevant level 3 qualification or above and three staff are unqualified.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the after-school club.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the after-school club.

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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