

Inspection of Vara Education

Rivacre Valley Primary School, Rivacre Brow, ELLESMERE PORT CH66 1LE

Inspection date:

3 May 2024

**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 happily come into this calm and friendly club after a busy day at school. Staff support children to follow the familiar routine. They confidently put their belongings away and go to wash their hands, ready for snack. Staff know children very well and plan a range of exciting activities, which meet their interests. For example, younger children cheer with delight as they race cars on the mat. Older children make pictures and talk about their day at school. Staff build strong bonds with the children. This supports children to feel safe, secure and happy during their time at the club.

Staff regularly seek children's views about what they enjoy in the club and what activities they like to do. For example, in a recent questionnaire completed by the children, they asked for more options for snack. Leaders swiftly added some hot food options to the menu. Children comment that they look forward to pizza nights and the regular 'theme nights'. This is an opportunity for children to taste different food from other countries. They excitedly talk about which is their favourite food as they try curry, rice and poppadoms.

Staff have high expectations of children's behaviour and support them to follow the club rules. Children are kind and considerate to their friends. They share ideas and chat happily as they play. Staff encourage children to use manners as they say please and thank you to their friends.

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

- The manager regularly evaluates the provision in order to provide the best experience for the children. Daily team meetings, before and at the end of the session, enable staff to discuss what works well and plan for future activities. For example, following staff noticing that younger children found a cutting activity challenging, staff planned activities to support them to develop scissor skills. This means children have opportunities to practise their skills over time.
- Parents say they are extremely happy with the care and activities provided at the club. They comment that staff are 'approachable and friendly' and their children enjoy their time there. Regular communication through daily feedback, newsletters and questionnaires, give parents opportunities to share their views. This promotes positive relationships with parents.
- Staff well-being is a priority. Staff say they love their job and feel very well supported by leaders. Regular supervisions enable staff to discuss their progress. Staff have many opportunities for training to further their professional development. This supports staff to build on their knowledge and skills.
- Children enjoy lots of opportunities to play outdoors and take part in games on

the field. Staff frequently teach them about the positive effects of exercise on their body. Children develop their self-care skills as they pour their own drinks, scrape leftovers into the bin and put their plates in the washing-up bowl. They choose between milk and water and learn about the effects of sugary drinks on their teeth. This helps children to make healthy lifestyle choices.

- Children choose from a range of resources and activities on offer. Older children use paper and tape to make their own creations. For example, children decide to make flags. They roll the paper to make the pole and use tape to stick their flag design on top. This supports children to be creative and use their imagination. Children feel proud of what they have made and staff celebrate their achievements by displaying their creations on the board. This supports children to feel valued.
- Staff work closely with the school. They pass on important information to parents from teachers about children. They adopt the school's behaviour strategies to provide a consistent approach. However, staff do not gather information about what children are currently learning in school, to complement their learning further.
- Children enjoy time reading books and sharing stories with their peers. For example, younger children sit on the comfy chairs at the end of the session as they look through a book. Staff initiate conversations and spend time talking to the children about their likes and interests. Younger children ask older children questions and they happily respond. This supports children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2660083
Local authority	Cheshire West and Chester
Inspection number	10333044
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	3 to 11
Total number of places	24
Number of children on roll	146
Name of registered person	Vara Education Limited
Registered person unique reference number	2660085
Telephone number	07808833673
Date of previous inspection	Not applicable

Information about this early years setting

Vara Education registered in November 2021 and is located in Ellesmere Port. The manager holds an appropriate early years qualification at level 3. The club opens Monday to Friday, from 7.30am until 8.30am and from 3.15pm until 6.15pm during term time and Monday to Friday, from 8am until 6pm during school holidays.

Information about this inspection

Inspector

Janine Tours

Inspection activities

- This is the first routine inspection the club received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the provider.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation during snack time.
- Children spoke with the inspector about what they enjoy doing at the setting.
- The inspector observed interactions between the staff and the children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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