

Vicky's After School & Holiday Club Ltd

Unique reference number (URN): 2754312

Address: Windrush Church Of England Primary School, Isabelle Spencer Way, Witney, OX29 7DL

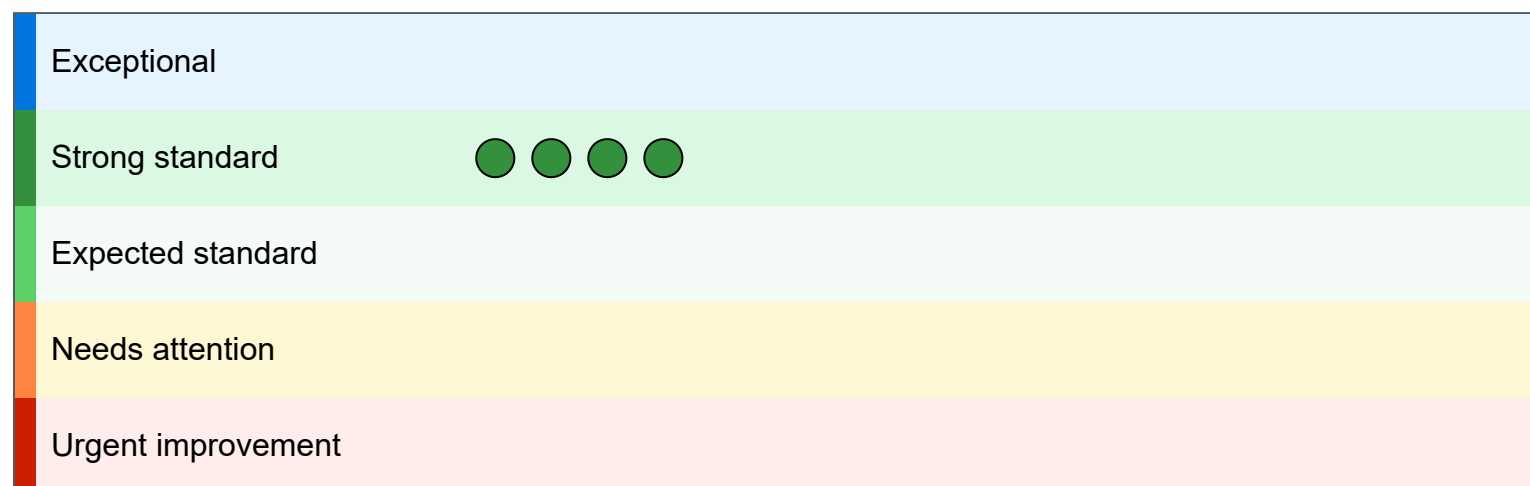
Type: Childcare on non-domestic premises

Registered with Ofsted: 06/10/2023

Registers: EYR, CCR, VCR

Registered person: Vicky's After School & Holiday Club Limited

Inspection report: 26 March 2026



✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Children show positive behaviour and attitudes because expectations are clearly understood and applied consistently. Children come into club, put their coats and belongings on pegs and independently take themselves to the bathroom to wash their hands. This shows that routines are well established and that children take responsibility for what is expected of them. Children behave very well and demonstrate kindness and responsibility during play. For example, when a younger child becomes upset as they have found less Easter eggs than their peers, older children distract the child by suggesting they help them to hide the eggs for the next children who will join in with the hunt. This helps younger children to feel confident and included and contributes to a welcoming and cooperative atmosphere.

Staff provide additional support for children with special educational needs and/or disabilities, and those who may face barriers to their learning or wellbeing. Expectations are adapted, where appropriate, to ensure all children can succeed within routines. This helps children to develop self-control and confidence at their own pace.

Leaders promote positive attitudes to attendance and punctuality. When a child does not arrive as expected, leaders check promptly and follow this up with the school, and/or parents. This consistent approach helps children settle quickly into sessions and stay positively engaged in the life of the club.

Children's welfare and wellbeing

Strong standard ●

Children's welfare is supported through responsive and consistent care. Staff respond to children's emotional and day-to-day needs in a caring and considerate way. Children show that they feel emotionally secure at the club as they confidently approach staff to share how they are feeling.

Staff are alert to children's emotional wellbeing, particularly following the school day. They respond sensitively to children who may feel tired or unsettled, offering reassurance and opportunities to relax before engaging in activities. Particular attention is given to children with special educational needs and/or disabilities, and those experiencing barriers to their wellbeing, ensuring they receive timely and appropriate support. Staff undertake a range of work to support children's emotional development. For example, they have created a box where children can express, by writing or drawing, how they are feeling at club. Children's physical health and emotional wellbeing are promoted effectively, enabling them to feel safe, cared for and supported.

Children's increasing awareness of healthy lifestyles is evident. Staff encourage children to think about healthy food choices, and older children confidently confirm dietary requirements. In addition, children follow hygiene routines and understand why handwashing is important, which supports their health and wellbeing. Leaders promote good oral health and seek this information as part of their registration information.

Inclusion

Strong standard ●

Staff recognise children's individual needs early and act promptly, so children can take part fully in the club. Staff know children and families very well and identify individual needs promptly, including children with special educational needs and/or disabilities (SEND), disadvantaged children, or those with other barriers that may affect children's engagement. Staff use their knowledge of all children, alongside detailed information provided by parents and the school, to identify when children with SEND, and those who require additional support can participate alongside their peers and experience success.

Leaders recognise that some children may face barriers to accessing the club consistently. Where needed, they work flexibly with families and school to agree patterns of attendance that reflect children's individual circumstances, while maintaining their sense of belonging to the club. As a result, children with SEND and those who require additional support can take part fully, remain engaged and participate positively in the life of the club.

Staff make thoughtful adjustments that reduce barriers to participation. Expectations are adapted to reflect children's needs. Staff recognise when children need additional support to manage emotional or sensory demands and respond by offering reassurance, access to quieter spaces and opportunities to regulate before re-joining activities. This supports them to remain involved and take part alongside others. These approaches are embedded in everyday practice and used consistently.

Leadership and governance

Strong standard ●

Enthusiastic leaders inspire the staff team to provide carefully tailored care and planned learning opportunities for all children. This includes children who face barriers to their learning. Leaders and staff quickly identify when children need help and intervene swiftly. Leaders strive to achieve continuous improvement and maintain high standards. They frequently reflect on the layout of the environment to ensure it meets the children's needs. Professional development is given high priority. Leaders regularly coach and monitor the quality of the setting, offering targeted support and training to ensure high standards are maintained. Staff speak extremely positively about the leadership team. They feel valued and motivated. Self-evaluation is used highly effectively. For example, leaders regularly survey staff, children and parents to seek their views and make positive adaptations to further improve the club.

Leaders and staff work closely with the host school to ensure expectations are aligned. This supports continuity for children across the school day and out-of-school provision and helps children manage transitions confidently. This joined-up approach contributes positively to children's emotional security and engagement.

Parents' views provide clear evidence of the impact of leadership. Parents report that children enjoy attending the club, engage well in activities and are settled on collection. They describe communication with leaders as clear and effective and report confidence in how leaders and staff keep children safe and supported.

✔ **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

✔ **Voluntary Childcare Register requirements**

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children experience a relaxed and welcoming environment, where they feel safe and comfortable after the school day. Staff greet children warmly on arrival and provide reassurance and familiarity, which helps children settle quickly and confidently into the session.

Children enjoy a good range of play opportunities that reflect their interests and energy levels. They move freely between activities, choosing how they spend their time and engaging with resources independently. Younger children are supported sensitively and

have some areas that are dedicated for their usage, such as age-appropriate furniture at mealtimes. Younger children feel secure playing alongside older children, who model positive behaviour and cooperation. Older children enjoy partaking in the challenge cards and staff are kind as they award stickers and praise in abundance for their creations.

Staff interact positively with children throughout the session. They listen carefully, respond to children's ideas and engage them in natural conversation during play. For example, as children move figures in the coloured sand, staff chat to children about the Easter holidays and going to the beach. Children are confident to express themselves and demonstrate enjoyment, curiosity and a strong sense of belonging. Children dress up as pirates and staff join in as they encourage the children to find the treasure. Behaviour is calm and purposeful, supported by clear routines and consistent expectations.

Daily routines help children to feel secure and relaxed. Snack time provides an opportunity for children to socialise and make choices while the countdown clock for tidy-up time, provides children with a sense of ownership for their club and helps them to appreciate club is coming to a close, before collection for home time. These routines support children to transition smoothly from the school day. As a result, children are happy and settled. They enjoy attending the club, feel listened to and benefit from a calm, nurturing environment that supports their emotional comfort and enjoyment.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged learners, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The inspector spoke with the nominated individual, leaders, staff and children during the inspection.

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.

Inspector:

Amanda Perkin

About this setting

Unique reference number (URN): 2754312

Address:

Windrush Church Of England Primary School
Isabelle Spencer Way
Witney
OX29 7DL

Type: Childcare on non-domestic premises

Registration date: 06/10/2023

Registered person: Vicky's After School & Holiday Club Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:45 - 08:45, Monday, Tuesday, Wednesday, Thursday, Friday : 15:15 - 17:30

Local authority: Oxfordshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 26 March 2026

Children numbers

Age range of children at the time of inspection

4 to 8

Total number of places

20

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright