

Invicta School Club at Herne Infants School

Unique reference number (URN): 2752492

Address: Herne C Of E Infant & Nursery School, Palmer Close, Herne Bay, CT6 7AH

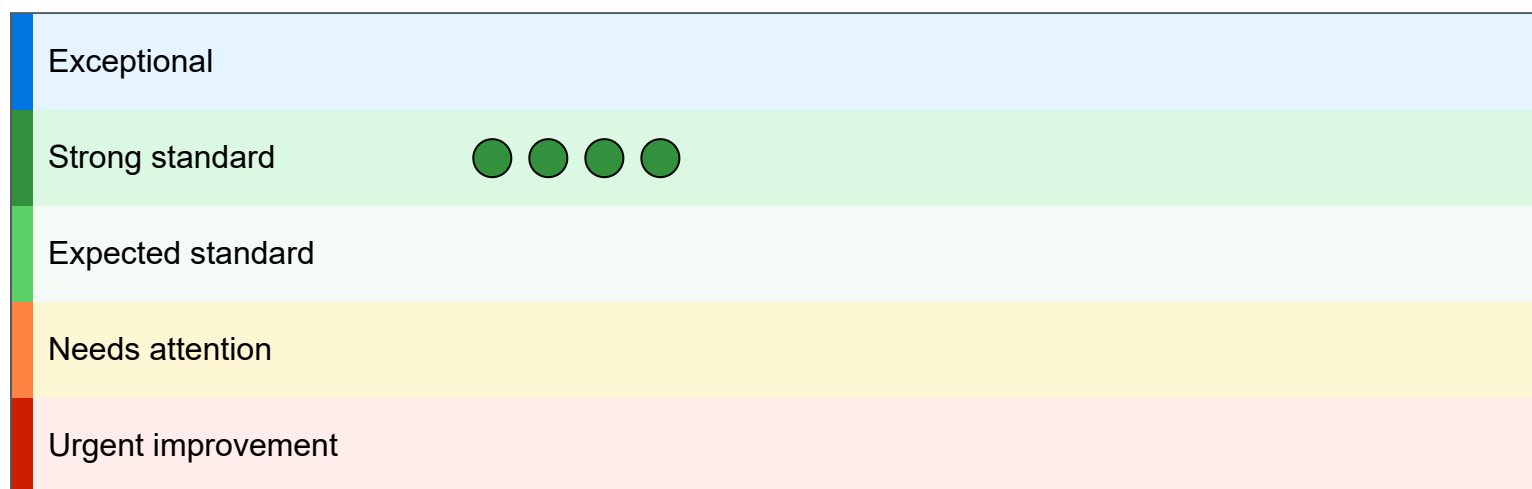
Type: Childcare on non-domestic premises

Registered with Ofsted: 18/09/2023

Registers: EYR, CCR, VCR

Registered person: West Faversham Community Association

Inspection report: 26 January 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 ●

The leaders recognise the important role the club plays in supporting families and their children. They understand the importance of providing children with a well-structured routine that support children's needs before and after school. Staff regularly adapt and enhance the experiences offered to the children to reflect their interests and enable them to make informed choices in their play. For instance, staff ensure that children can quickly access the outdoor area so that they can run around, expend energy and enjoy the fresh air.

Children understand the daily routines. On arrival at the club, they place their bags away before lining up ready to go outside to play. Children are consistently considerate and behave well, showing kindness towards one another. For example, older children readily include younger children in their games. Staff create a calm and mutually respectful atmosphere where all children, including those with special educational needs and/or disabilities and those who face other barriers to their learning and/or wellbeing, feel valued and respected.

The key person plays an important role in helping younger children gain a sense of security and belonging. They liaise with school staff when dropping off and collecting children to ensure that information about children's wellbeing is shared appropriately. Leaders and staff work closely with the school and parents to monitor attendance and promote regular routines. This supports children to settle quickly and engage positively in the club's activities.

Children's welfare and wellbeing

Strong standard ●

Staff create a nurturing environment, where children develop a sense of belonging. They consistently reflect on the needs of the children and use this information to adapt daily routines. Well-planned activities encourage children to develop their independence and acquire useful life skills. For example, children learn about caring for the environment and understand the importance of recycling.

Leaders work closely with school staff to ensure that consistent expectations and strategies are in place. This provides children with continuity as they transition between school and the club. All children, including those with special educational needs and/or disabilities and those who face barriers to their learning and/or wellbeing, are familiar with routines and their surroundings. Staff are highly skilled and recognise the importance of interactions and communication in helping children to join in and participate confidently.

Staff maintain high standards in relation to children's welfare. Children consistently follow well-established hygiene routines with confidence. Staff provide a range of healthy and nutritious meals and gather detailed information about special dietary requirements, preferences and food allergies to ensure children's needs are met. Mealtimes are social occasions, where children talk to staff about their school day. Staff listen attentively and encourage children to express their thoughts and feelings. As a result, children thrive and feel valued and safe.

Inclusion

Strong standard 

To ensure a smooth transition from school to the club, leaders work closely with school staff, especially for children with special educational needs and/or disabilities and those who face barriers to their learning and/or wellbeing. Staff receive support from the school and leaders, ensuring they are fully aware of any barriers faced by the children.

Leaders hold regular meetings with key school staff to review children's needs and ensure they have the most up-to-date knowledge about how to meet their needs. This allows staff to make appropriate adjustments so that all children can participate fully in the club's activities. This highly effective collaboration between school staff and the club provides children with consistent support, ensuring they feel secure and included while at the club.

Leaders prioritise professional development to ensure they continue to develop inclusive practice. For example, staff attend regular training sessions to help them recognise how to support children, enabling them to support children's additional needs. As a result, children benefit from experiences that reflect their individual circumstances and promote their emotional wellbeing.

Leadership and governance

Strong standard 

Leaders are committed to their role of providing high-quality care for children and families. They have established effective links with the school. For example, leaders and school staff meet regularly to discuss the children attending the club. Regular communication ensures that children, including those with special educational needs and/or disabilities and those who face barriers to their learning and/or wellbeing, receive coordinated support.

Continuous professional development and staff wellbeing are top priorities for the club's leaders. Leaders recognise the importance of having a high-quality workforce to care for children. New staff members receive a thorough induction and guidance to ensure they have a solid understanding of the club's policies and procedures, which helps to keep children safe and secure. Leaders provide regular supervision and opportunities for reflection, including online reflective accounts. This supports staff to contribute to the planning and effectiveness of daily routines. Staff report that they feel valued and that leaders appreciate their ideas and suggestions.

Staff develop positive partnerships with parents, who comment positively about their child's time at the club. Children confidently talk about what they like to do and how much fun they have playing games with the staff and peers.

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

The familiar surroundings and consistent messages in line with the school ethos ensure the children have a strong sense of belonging and settle at the club. Staff know the children well and are kind and caring towards them. For example, they make sure they get down to the children's level and take time to listen to what the children want to do and follow their lead. The club's culture of respect fosters an environment in which all children, including those with special educational needs and/or disabilities and those who face other barriers to their

learning and/or wellbeing, are supported and encouraged to build confidence and develop social skills.

The highly qualified staff offer a broad range of experiences to enable children to make informed choices in their play. For example, there is great excitement as the children take turns giving each other rides on the bicycles. Children are consistently well behaved and respond positively to staff's reminders, such as remembering to slow down as they ride around the playground. Older children are positive role models and show kindness towards the younger children to help support them in joining in with games and activities.

Staff regularly reflect on and assess activities, adjusting them to ensure they meet children's needs. For instance, when they realised the bead holes were too small for threading during a craft session, they quickly adapted the activity so that children could finish their necklaces. Staff use praise effectively to acknowledge children's successes and support their growing self-esteem.

Staff are clear about their aim to create warm, trusting relationships and help children settle after school. Staff are deployed effectively to ensure the children's safety and wellbeing.

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 those with special educational needs, and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The inspector spoke with leaders, practitioners, the designated safeguarding leads, headteachers, parents 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:

Sara Garrity

About this setting

Unique reference number (URN): 2752492

Address:

Herne C Of E Infant & Nursery School
Palmer Close
Herne Bay
CT6 7AH

Type: Childcare on non-domestic premises

Registration date: 18/09/2023

Registered person: West Faversham Community Association

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 08:50, Monday, Tuesday, Wednesday, Thursday, Friday : 15:10 - 18:00

Local authority: Kent

Facts and figures used on inspection

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

 This data is from 26 January 2026

Children numbers

Age range of children at the time of inspection

4 to 10

Total number of places

36

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.

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