VIM Clubs

Unique reference number (URN): 2804403

Address: St. John the Baptist RC Primary School, Whitehawk Hill Road, BRIGHTON, BN2 0AH

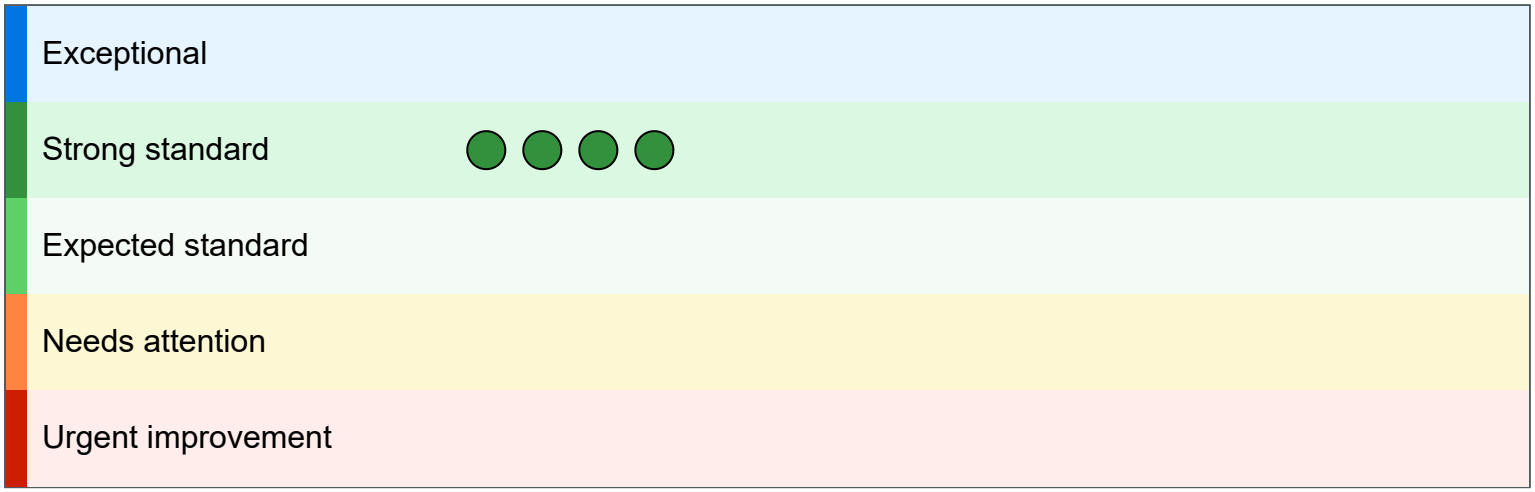
Type: Childcare on non-domestic premises

Registered with Ofsted: 19/08/2024

Registers: EYR, CCR, VCR

Registered person: Vim Camps Ltd

Inspection report: 18 June 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

Leaders set clear and consistent expectations for behaviour, attitudes and routines. They ensure these are applied consistently across the setting. Leaders promote a culture of respect, kindness and responsibility. This is supported by well-established routines that help children to feel secure and understand what is expected of them. Staff model positive interactions and consistently reinforce the importance of valuing others' views, which is reflected in children's behaviour. For example, during a fruit preparation activity, children support their peers who find cutting grapes more difficult and comment that they all have 'different strengths'. This demonstrates children's emerging empathy and understanding of difference. Staff develop positive relationships with children that support emotional security and confidence. They act as positive role models and consistently reinforce respectful behaviour. This helps children to understand the impact of their actions on others. Staff support children to develop skills to regulate their feelings, including sharing, listening and managing emotions, through calm guidance and clear explanations. As a result, children demonstrate positive attitudes to their play and engage well in activities.

The setting takes a consistently inclusive approach to behaviour and routines. Staff ensure that all children are fully supported to participate successfully. Staff make appropriate adjustments, where needed, while maintaining high expectations for children's behaviour and engagement. They respond promptly and sensitively to children's individual needs and changing circumstances so that all children can access the full range of experiences. This consistent approach supports children to develop confidence, independence and positive social interactions.

Children's welfare and wellbeing

Strong standard

Leaders promote a culture that prioritises children's welfare and wellbeing. They support staff to recognise children's individual needs. Staff understand that children require different levels of support depending on their age, stage of development and circumstances. Staff are highly responsive to children and adapt their practice in the moment to ensure children feel safe, secure and ready to engage in activities. Leaders ensure that safeguarding, hygiene, food safety and care routines are consistently implemented. This helps to create a calm and well-ordered environment in which children can thrive.

Children benefit from warm and positive interactions throughout the day, including during mealtimes and group activities. Staff encourage meaningful conversations about healthy lifestyles and personal choices. Children develop an understanding of routines that support their wellbeing, such as handwashing before eating and taking part in regular outdoor play. They receive encouragement to make healthy choices and show increasing independence in managing their own needs. Children also demonstrate awareness of safety and responsibility within the setting. For example, they help to keep spaces tidy and support others to follow routines. As a result, children develop positive habits, social awareness and a growing understanding of how to look after themselves and others.

Inclusion

Strong standard

Leaders identify children's needs promptly and accurately through their secure knowledge of families, regular communication with parents and carers and ongoing observation of children in daily practice. Where children are identified with special educational needs and/or disabilities (SEND) at the point of registration, leaders ensure early communication with families so that appropriate support is in place before children start. They respond swiftly when concerns arise and ensure that appropriate support is implemented without delay. This includes effective engagement with external agencies and the school where appropriate. Leaders use funding effectively to ensure children attend, participate and engage fully in the club. Leaders take decisive action to reduce barriers to children's engagements and wellbeing so that all children can access the full provision.

Children with SEND are fully included in the life of the setting because staff make timely and well-considered adaptations to activities, routines and expectations. Staff demonstrate a deep understanding of children's individual needs. They adjust provision in the moment to maintain children's engagement and support their participation. Children benefit from a flexible and responsive approach that enables them to access experiences alongside their peers without disadvantage. Children known to or previously known to children's social care and those who are disadvantaged, are supported through robust, trusting relationships and consistent routines. This provides these children with stability and reassurance. Staff work closely with parents and carers, ensuring continuity between home and the setting. As a result, children feel safe, valued and included. They participate confidently across all aspects of the club.

Leadership and governance

Strong standard

Leaders are highly focused on maintaining consistently high standards of care and education across the club. They are reflective and regularly review the quality of provision to identify strengths and priorities for further improvement. This ongoing evaluation ensures that development work is well targeted. Leaders closely align staff training with improvement priorities, particularly in relation to safeguarding, special educational needs and/or disabilities (SEND) and children's wellbeing.

Leaders are mindful of staff wellbeing and workload. They ensure their expectations remain realistic and sustainable. Leaders carry out regular supervision meetings and take account of staff feedback about their roles and responsibilities. Staff receive support through a range of well-targeted professional development opportunities, which strengthen their knowledge and practice, including strategies to support children with SEND. Leaders also provide opportunities for staff to engage in training and development focused on wellbeing. This supports a positive and collaborative working culture.

Leaders establish very secure partnerships with parents and carers. They maintain open and accessible communication, enabling parents to share important information about their children's individual needs. Staff work closely with families to share effective strategies that support children's learning, care and behaviour. This means approaches are reinforced consistently between home and the setting. Parents report that they feel well supported, listened to and valued. They also receive regular updates about the activities and

experiences their children enjoy. This helps to strengthen engagement and continuity for children.

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 arrive happily and are eager to attend the after-school club. They settle quickly into familiar routines because staff know them remarkably well. Children move confidently between the indoor and outdoor learning environments. They independently select activities

that interest them and sustain engagement for extended periods. Children show high levels of curiosity and enthusiasm across a broad range of experiences, particularly during practical, hands-on and creative activities. They talk confidently about their experiences and explain the activities they have completed with enthusiasm. Staff respond effectively to children's ideas in the moment and extend children's play through skilful interaction, modelling and questioning. For instance, they sometimes use a book of planned activities to spark further ideas. As a result, children are highly motivated and demonstrate sustained involvement in their play.

Leaders and staff have embedded clear and consistent routines that children understand well. This helps children to feel secure and manage transitions smoothly throughout the session. Children make independent choices about their play and routines, which supports their growing sense of responsibility and independence. Their individual needs are recognised and well considered. Staff ensure that all children, including those with special educational needs and/or disabilities, are fully included and able to participate successfully alongside their peers. Children receive encouragement to contribute to planning the day and to listen to the ideas of others. This helps them to show respect for different views and work cooperatively together.

Children benefit from a broad and well-sequenced range of activities that reflect their interests. They become deeply involved in their play. Children show perseverance and pride in their achievements as they explore, create and investigate. For example, they independently display their work around the room and take ownership of their ideas. Staff support positive interactions between children and help them to develop positive social skills, including sharing, turn-taking and cooperation. Staff manage children's behaviour consistently and calmly. This helps children to understand expectations and feel safe. Overall, children are confident and engaged, who enjoy their time at the club.

Next steps

- Leaders should continue to enhance the club's successful work to provide an enjoyable and transformational experience for all children. They should build on this excellent foundation so that their work leads to an increasingly transformative impact, particularly for children with special educational needs and/or disabilities.

About this inspection

The inspector spoke to staff, children, parents and carers and leaders 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:
Eloise Upfold

About this setting

Unique reference number (URN): 2804403

Address:
St. John the Baptist RC Primary School
Whitehawk Hill Road
BRIGHTON
BN2 0AH

Type: Childcare on non-domestic premises

Registration date: 19/08/2024

Registered person: Vim Camps Ltd

Register(s): EYR, CCR, VCR

Operating hours:

Local authority: Brighton and Hove

Facts and figures used on inspection

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

This data is from 18 June 2026

Children numbers

Age range of children at the time of inspection

4 to 8

Total number of places

30

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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