

# VIM Clubs

Unique reference number (URN): 2824391

Address: Shoreham Beach Primary School, Shingle Road, Shoreham-by-sea, BN43 5RH

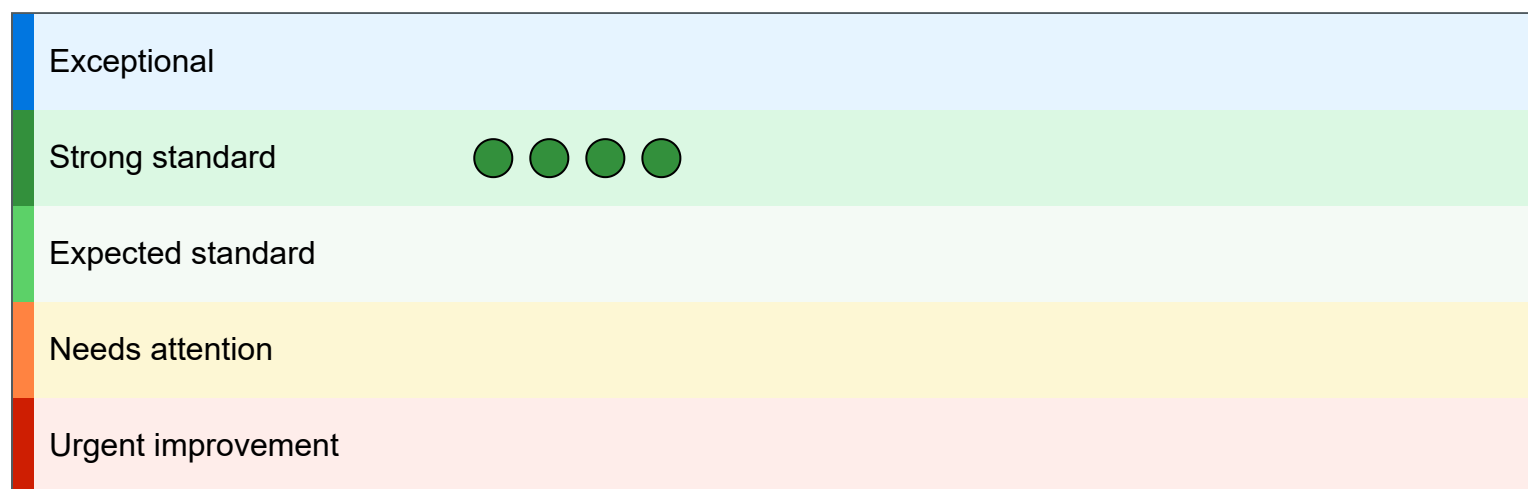
Type: Childcare on non-domestic premises

Registered with Ofsted: 07/01/2025

Registers: EYR, CCR, VCR

Registered person: Vim Camps Ltd

## Inspection report: 7 May 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 have high expectations for all children's behaviour. Staff model these expectations well and remind children about the importance of positive behaviour at the beginning of each session. Children understand the different rules that are in place and discuss how they keep them safe and ensure the session is fun for everyone. Staff are mindful of children's different ages and ensure that rules and expectations are delivered in an age-appropriate way.

Children maintain highly positive attitudes throughout the session. This is because staff are engaged in what children are doing and build secure relationships with them. Children enjoy playing with their peers and invite younger friends into their games.

Staff follow a consistent routine and therefore children feel comfortable as they know what comes next. For example, they arrive from their classrooms and greet one another and listen carefully to the welcome given by staff.

Leaders have established a secure approach to attendance. Staff register children on arrival and contact parents to discuss any unexpected absences.

### Children's welfare and wellbeing

Strong standard ●

Leaders promote a culture that focuses on children's wellbeing. They support staff to recognise children's individual needs and how children of different ages or stage of development may need different levels of support. Staff are highly knowledgeable and support children as they explore the outdoors through exciting activities, such as building bug hotels. Children enjoy regular outdoor play and staff support them to understand the importance of staying hydrated when playing outside.

Mealtimes are a highly sociable occasion as staff and children have friendly interactions throughout. Staff also initiate meaningful conversations about food and nutrition. Children are provided with a healthy snack, and they discuss their favourite fruits and vegetables. Children also make healthy decisions for themselves. They know to wash their hands before eating and speak excitably about the different foods they have tried at out-of-school club.

Children receive consistent messages that support their understanding of personal safety. As a result, children are mindful about the environment and tidy up items on the floors that might cause an obstruction. Children also support younger children to understand rules, such as tidying up after themselves and putting their shoes on to go in the play area.

### Inclusion

Strong standard ●

Leaders have created robust systems that ensure each child has their individual needs met at this out-of-school club. Children with special education needs and/or disabilities (SEND) are supported closely and strategies are used consistently by staff so that children feel settled, safe and secure.

Leaders recognise how to support all children and families, such as those who are known to children's social care or those who may face barriers to their engagement and/or wellbeing. Staff are knowledgeable about how to make adaptations to activities and routines to ensure that all children's needs are met. They also liaise closely with teachers in school and create collaborative plans so that children consistently benefit from a shared approach to their care.

Leaders provide staff with training in their roles to enhance their practice further. For example, leaders spend time with staff and model different strategies and approaches that enhance the experiences of children with SEND. Through practice such as this, leaders consistently make a demonstrable difference to all children's experiences at the out-of-school club.

## **Leadership and governance**

**Strong standard** ●

Leaders are highly focused on maintaining consistently high standards of care at the out-of-school club. They are notably reflective and review the provisions strengths regularly. This is so that they can identify any future areas for further enhancement or development. Leaders align any training needs with improvement priorities.

Leaders are mindful of staff wellbeing and workload. They conduct regular supervisions with staff and take on board any feedback they have about their roles and responsibilities. Leaders provide opportunities for regular professional development courses. For example, staff share that they have recently completed training to strengthen their understanding of strategies to support children with special educational needs and/or disabilities. Leaders also offer staff the opportunity to participate in wellbeing workshops.

Leaders establish secure partnerships with parents. They create open channels of communication, where parents can share information about their children's individual needs. For example, staff and leaders work closely to with parents to share any strategies they use to support children's positive behaviour, so that these can be mirrored at home. Parents explain that they feel extremely well supported by staff and know that their opinions and feedback are heard and valued. Parents also receive regular information about the exciting activities that their children enjoy each day.

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

Children are happy and excited to attend this out-of-school club. They joyfully arrive and greet their friends. Staff know children remarkably well and engage in meaningful conversations with them. Children are highly interested in the different activities that are prepared for them. They explain that they love to create different models with recycled materials and design mini books. These are just some of their favourite activities at the out-of-school club.

Leaders and staff have embedded a consistent routine that children know well. This support them to feel safe and secure as they know what comes next. For example, children explain that they can choose different snack times by letting staff know their preference at the beginning of the session. They discuss that this is so they can play first if they would like to. Children's choices and individual needs are valued and appreciated.

Children enjoy a broad range of activities. Staff create enriching activities that build on children's interests in nature. For instance, staff and children go on scavenger hunts together and search for different creatures and plants in the environment. Children are independent and confidently read their own instructions. Older children are caring and responsible as they support younger children with their activities. Children are highly motivated in their play and they become absorbed in acquiring new information as they take great interest in new plants they find during their activity.

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## Next steps

- Leaders should ensure continued improvement in the setting's successful work to remove barriers for children who need extra help to realise a transformational impact on all children's achievement and wellbeing.
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## About this inspection

The inspector spoke to staff, children parents 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.

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### Inspector:

Nicola Houston

## About this setting

**Unique reference number (URN):** 2824391

### Address:

Shoreham Beach Primary School  
Shingle Road  
Shoreham-by-sea  
BN43 5RH

**Type:** Childcare on non-domestic premises

**Registration date:** 07/01/2025

**Registered person:** Vim Camps Ltd


**Register(s):** EYR, CCR, VCR

**Operating hours:**

**Local authority:** West Sussex

## Facts and figures used on inspection

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

 This data is from 7 May 2026

### Children numbers

**Age range of children at the time of inspection**

**4 to 11**

**Total number of places**

**25**

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### 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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