

The Hangout Club Ltd

Catshill First School & Nursery, Gibb Lane, Catshill, BROMSGROVE, Worcestershire,
B61 0JP



Inspection date

Previous inspection date

5 October 2016

28 November 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children and their parents do not have opportunity to form settled relationships with a named key person, in particular those that are new to the club.
- Children are not given the support that they need to build on the learning experiences taking place elsewhere.
- The managers do not yet make the best use of staff supervisions to identify ways in which they can provide children with even more effective support as they play.
- Children are not always provided with healthy and nutritious options for snack time, in order to help them to understand the benefits of eating healthily.
- The evaluation and monitoring processes are not good enough to make sure that all weaknesses in the provision are swiftly recognised and addressed.

It has the following strengths

- Children are independent, confident and behave well. They like taking on responsibilities of small tasks and make their own choices about which activities to take part in.
- Staff are caring and friendly. The settling-in process helps children to quickly become familiar with the routines and boundaries of the club. Children are happy and settled.
- Children enjoy socialising with their friends. Children are learning to be respectful of others around them. They show that they value each other's backgrounds and opinions.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the arrangements for the supervision of staff and give them the support, coaching and training they need to further develop the quality of their practice and interactions with children	04/11/2016
■ develop further the key-person approach and establish a two-way flow of information with parents and schools so that all those involved in children's care and development have the information they need to provide continuity and to complement the learning that takes place elsewhere	04/11/2016
■ ensure children are offered healthy and nutritious snacks to promote their good health.	14/10/2016

To further improve the quality of the early years provision the provider should:

- develop rigorous self-evaluation and monitoring processes and ensure that all weaknesses are identified and swiftly addressed, in order to improve the outcomes for children and raise the quality of the provision.

Inspection activities

- The inspector had a tour of the areas used for the out-of-school club provision with the managers. The inspector observed the quality of staff interactions during activities.
- The inspector jointly observed and discussed children's activities with a manager.
- The inspector held a meeting with the managers. The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector discussed the self-evaluation process with the managers and looked at relevant documentation, including the evidence of the suitability and training of all staff.
- The inspector spoke to the headteacher of the school and a small selection of parents during the inspection, and took account of their views.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers evaluate the setting and set some targets for improvement. However, they do not yet make the most effective use of the evaluation and monitoring processes to identify and take action to address all weaknesses in the provision. Managers have recently implemented annual supervision meetings with staff and identify some training needs and areas for development. However, performance management is not sufficiently focused to provide accurately targeted support throughout the year to help staff provide better support for children as they play. Arrangements for safeguarding are effective. Staff have a secure knowledge of the likely indicators of child abuse and are familiar with the procedures to follow if they have concerns about a child. The indoor and outdoor environments are risk assessed and any potential hazards to children are minimised. Adequate staff are deployed when children play in the outdoor play area. This helps to keep children safe from harm.

Quality of teaching, learning and assessment requires improvement

Generally, children enjoy the time that they spend in the club. They are able to choose resources that are on offer and make decisions about how they want to spend their day at club. For example, children choose to have a pretend picnic with their friends. Staff join in and talk to them about what they are doing and encourage them to share their ideas. This helps to build on their social and language skills. The managers report that key persons have been recently allocated and that there is a basic exchange of information between the setting, parents and school staff. However, the key persons have not yet identified what children already know and can do or what they are learning in school, in order to complement and build further on this.

Personal development, behaviour and welfare require improvement

Children relate confidently to all of the staff and ask any of them for help or support when they are playing. However, a delay in implementing a key-person system means that children do not yet have the opportunity to develop a closer relationship with a specific member of staff who is alert to their individual needs. Staff ensure children adopt good hygiene routines, such as washing their hands. However, staff do not consistently provide children with healthy and nutritious food to help them to learn about the benefits of eating healthily. For example, although children can have a piece of fruit if they want, they are offered toast every day with a range of spreads that contains a high content of sugar and fat. Children enjoy playing in the outdoors. They play ball games, enjoy climbing and negotiate the space available as they play chasing games with bubbles, hoops and each other. This helps to strengthen their physical skills.

Setting details

Unique reference number	EY459442
Local authority	Worcestershire
Inspection number	1066711
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 9
Total number of places	32
Number of children on roll	46
Name of registered person	The Hangout Club Ltd
Registered person unique reference number	RP532386
Date of previous inspection	28 November 2013
Telephone number	07828 609994

The Hangout Club Ltd was registered in 2013. The club operates from Catshill First School, Bromsgrove in Worcester. The club offers wraparound care from 7.30am until 9am and 3pm until 6pm, term time only. There are five members of staff who work with children. Of these, four hold a qualification at level 3 and one member of staff has a qualification at level 2.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

