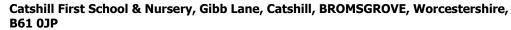
# The Hangout Club Ltd





Inspection date	5 October 2016
Previous inspection date	28 November 2013

The quality and standards of the	This inspection:	Requires improvement	3
early years provision	Previous inspection:	Good	2
Effectiveness of the leadership and man	nagement	Requires improvement	3
Quality of teaching, learning and assess	sment	Requires improvement	3
Personal development, behaviour and v	velfare	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.

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