

Fun After 4

St. Hughs Catholic Primary School, Park Road, Timperley, ALTRINCHAM, Cheshire,
WA15 6TQ



Inspection date

Previous inspection date

19 March 2018

19 December 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children			

Summary of key findings for parents

This provision is inadequate

- Since the last Ofsted inspection, standards across the club have significantly declined. There have been several breaches in legal requirements, which compromises children's safety and well-being.
- Staff have a poor knowledge of the signs of abuse and do not know the club's safeguarding policy. They are unaware of the 'Prevent' duty guidance for England and Wales 2015, and are not astute to the possible indicators of radicalisation and extremism. Children's hours of attendance are not recorded correctly and in some instances, not recorded at all.
- Children's behaviour is poor. Older children display challenging behaviour. They push, lash out and call each other unkind names. Staff are unresponsive to this and lack the knowledge of how to deal with this behaviour. Some children learn that if they break the rules they can get away with it, which directly contradicts the rule of law.
- Self-evaluation is inaccurate and over generous. The management team do not focus on the strengths and weaknesses of the club. They are unaware of the catalogue of breaches in requirements and have let standards slip.

It has the following strengths

- Staff provide children with fun and interesting activities, which keep them interested and motivated to play. Children are self-confident, inquisitive and driven individuals.
- Partnership working is strong. Links with the host primary school, local authority and community are good. Parents receive regular newsletters and are kept well informed of their children's time at the club. Parents commend the staff team on their loving nature.

What the setting needs to do to improve further

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

	Due Date
■ ensure that staff have up-to-date knowledge of the club's safeguarding policy, with particular regard to understanding the signs of abuse, the referral procedure and understanding issues identified in the government's statutory guidance: Working Together to Safeguard Children 2018 and the 'Prevent' duty guidance for England and Wales 2015	05/04/2018
■ keep an accurate record of children's hours of attendance	05/04/2018
■ ensure that the behaviour management procedures are clearly understood and implemented by all staff, so that children are given clear and consistent boundaries to help them to develop a good understanding of behavioural expectations.	05/04/2018

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

- develop the self-evaluation process so it has accurate priorities for improvement, in order to help to raise standards across the club.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information received about this provider.
- The inspector viewed all areas accessed by children and observed play and learning opportunities.
- The inspector spoke to the management team and deputy headteacher of the host primary school. He looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke to a number of children during the inspection and took account of their views.

Inspector

Mr Luke Thomas Heaney

Inspection findings

Effectiveness of the leadership and management is inadequate

The leadership and management of the club is inadequate. The leadership team have failed to ensure that they are compliant with legal requirements, which has resulted in several breaches of the statutory framework. Safeguarding is not effective. Staff have a poor knowledge of the club's safeguarding policy and are not astute to the signs of abuse. They are unaware of the 'Prevent' duty guidance for England and Wales 2015 and have no understanding of what indicators a child may present with, if they are open to extreme views or are being radicalised. Children's hours of attendance are not recorded correctly and in some instances, not recorded at all. Self-evaluation is weak and inaccurate. Improvement plans lack rigour and the provider's capacity to continually improve and drive forward change is not good. Older children's behaviour is not managed effectively by staff. Too frequently, older children present with challenging behaviour. They break the rules, push one another and in some instances lash out. Despite this, staff are deployed effectively and supervise children well. Risk assessments are robust and the premises are safe and secure. Staff receive the relevant support during supervision sessions and appraisal meetings. They attend training programmes, which positively impact on outcomes for children. For example, a playwork course has equipped staff with a greater understanding of how to support children's imagination during outdoor play. The provider is aware of her responsibilities to make Ofsted aware of any matters affecting the club, including significant events or changes to the management team.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of the playwork principles and apply these very well when planning activities for children. They liaise with class teachers and use good teaching strategies to complement learning from school. Children show good perseverance during their play and are keen to take on new challenges. They relish opportunities to search for 'hidden treasure' outdoors and become fascinated while enacting roles of superheroes. Children show good physical dexterity and staff effectively promote their large-muscle development. They encourage children to climb, balance and swing from climbing apparatus outdoors, and demonstrate how to throw and kick balls correctly. Staff promote children's independence well. They successfully support them in readiness for their next steps in learning, including moves to different classes and moving on to school.

Personal development, behaviour and welfare are inadequate

Due to weaknesses in leadership and management, and staff's poor knowledge of safeguarding and behaviour management, children's welfare and emotional well-being is not assured. Despite this, care practices are effective and children's physical well-being is supported. Staff are first-aid trained and deal with accidents and injuries well. Children are taught the importance of healthy living and receive wholesome and nutritious foods.

Outcomes for children

Setting details

Unique reference number	EY447513
Local authority	Trafford
Inspection number	1132683
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	3 - 11
Total number of places	80
Number of children on roll	151
Name of registered person	Fun After 4 Limited
Registered person unique reference number	RP531648
Date of previous inspection	19 December 2012
Telephone number	07841585551

Fun After 4 registered in 2012. The club employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. Six members of staff are unqualified. The club operates Monday to Friday, term time only, from 7.45am to 9am and 3.30pm to 6pm.

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.

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