

# Inspection of Warwick Out Of School Club

Warwickspace, 71 Coten End, Warwick, Warwickshire CV34 4NU

---

Inspection date:

2 November 2021

**The quality and standards of early years provision**

**This inspection**

**Not met (with actions)**

---

Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision does not meet requirements**

Children's feelings of security at this setting are slightly misplaced due to weaknesses in the managers' and staff's safeguarding knowledge. That said, children are happy and content attending. They comment that staff are kind, caring and friendly. Managers and staff build positive relationships with children. They get to know them fairly well, which helps ensure their care needs are met.

Children's behaviour is not consistently managed and expectations are varied. On occasion, behaviours go unchecked, some children become over-excited and games escalate, making the environment very loud. Despite this, overall, managers and staff interact positively with children. They are motivated to play and enjoy a range of activities at club. For example, children engage in physical play, such as football and chasing games at the local park. They like drawing and cutting out pictures at the table. Children have fun engaging in make-believe play with baby dolls and constructing a marble maze.

Since the COVID-19 pandemic, staff have prioritised cleanliness and hygiene routines at the club. Children immediately wash their hands on entry before doing anything else. The environment, resources and equipment are clean. However, some aspects of children's safety on outings are overlooked. This specifically relates to the effective use of risk assessments and the deployment of first aiders.

### **What does the early years setting do well and what does it need to do better?**

- Managers are passionate and strive to improve. They recognise the key areas they need to focus on in order to do so. However, the club has been experiencing a turbulent time during the COVID-19 pandemic. This has resulted in a period of instability and high staff turnover, which continues to affect this provision.
- Despite receiving some appropriate child protection training, the managers and some staff are not confident in their safeguarding knowledge. They are unsure of the relevant agencies that they must report to, whether their concerns are about a child or an adult working with them. In addition, information that could indicate an emerging safeguarding concern has not been referred to the appropriate agencies.
- Managers do not make the most effective use of risk assessments to fully ensure children's safety on outings. They rely on a pre-prepared list of names rather than physically counting and checking the numbers of children they have in their care at any given time. This means that they do not always accurately monitor the numbers of children being collected from school.
- The manager and deputy manager are well qualified, including in paediatric first

aid. However, they do not always consider how to deploy themselves appropriately. During school runs, which are split into two groups, children are not always accompanied by a qualified first aider.

- Managers and staff promote and encourage independence. Children take responsibility for their own belongings, putting them away in the designated space on entry to the club. They use the bathroom with minimal support. Children also choose what they want on their toast and select fruit for their snack.
- Although managers have clear expectations of behaviour and remind children of these, there is a lack of consistency in managing children's behaviour. This is because not all staff are responsive enough to deal effectively with over-exuberant play and boisterous behaviours, sometimes presented by different groups of children.
- Managers have positive relationships with the staff, who comment that they are sensitive to their personal situations and prioritise their well-being. Staff benefit from a basic induction when they start. However, managers do not make the most effective use of supervision processes to ensure all staff are clear about their key responsibilities and gain the confidence they need to fulfil their roles.
- Since the COVID-19 pandemic, parents have not been allowed entry to the club, and the manager have devised new strategies to work with the linked school. Managers share key messages with parents and provide feedback about their children's time at the club using varied methods. Parents comment they are very happy with the service provided. Also, managers have engaged in telephone calls with relevant school staff to hold discussions as needed. This helps to promote some continuity in children's care between the club, home and school.
- Managers maintain all relevant records, documents and policies. Information about children and staff is stored confidentially and securely. Managers always share necessary paperwork with relevant parties, including parents, school staff and other professionals on request.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The deputy manager is not yet confident in all aspects of her new role as deputy designated safeguarding lead, and some staff are not entirely clear about the club's child protection procedures. The manager, who is the designated safeguarding lead, understands how to recognise safeguarding concerns but has not acted on a potential concern. Managers and staff have risk assessed the environment, resources and equipment, and ensure the premises are secure. However, the risk assessments in place for school runs are not considered well enough. The number of children being collected from school is not monitored and staff with paediatric first-aid qualifications are not deployed effectively. Overall, this does not help to fully safeguard children and promote their welfare. Managers have a robust recruitment process in place so all staff are thoroughly vetted.

## **What does the setting need to do to improve?**

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

	<b>Due date</b>
ensure all staff have a secure understanding of how to recognise and act on safeguarding concerns, including who the relevant agencies are that they must report to, whether their concerns are about a child or an adult working with them	19/11/2021
make effective use of risk assessments to fully ensure children's safety on outings, specifically with regard to monitoring the numbers of children being collected from school	19/11/2021
deploy staff more effectively so that children are always accompanied on outings, including school runs, by a fully qualified paediatric first aider	19/11/2021
ensure that a consistent approach to managing children's behaviour is implemented, with particular regard to dealing with different groups of children more effectively	03/12/2021
improve supervision processes to help all staff gain a clear understanding of their key responsibilities and build on their confidence in their abilities to fulfil their roles.	03/12/2021

## Setting details

<b>Unique reference number</b>	EY560885
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10190568
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Dods, Alyson Frances Louise
<b>Registered person unique reference number</b>	RP560884
<b>Telephone number</b>	07818451870
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Warwick Out Of School Club registered in 2018. It operates from Warwickspace in Coten End, Warwick. The club opens Monday to Friday from 7.30am until 9am and 3pm until 6pm, during term time only. It employs five members of childcare staff, two of whom hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Josephine Heath

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector accompanied the manager and deputy manager on the daily school run and trip to the local park with the children.
- The inspector toured the premises with the out-of-school club manager and reviewed some of the resources in use. She observed the quality of staff's interactions with the children during activities indoors and outside.
- The inspector held a meeting with the out-of-school club manager and also spoke to the deputy manager and staff.
- The inspector looked at relevant documentation, records and policies. She checked evidence of the suitability of all managers and staff working in the out-of-school club.
- The inspector spoke to children and parents during the inspection and took account of their views.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021