

# Inspection of School's Out Club

Pickering Library, The Ropery, Pickering YO18 8DY

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Inspection date:

18 February 2022

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

**This  
inspection**

**Not met (with actions)**

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Previous  
inspection

Good

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

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

Children's well-being and safety are compromised. This is because the manager and staff lack knowledge of some essential safeguarding procedures and wider safeguarding issues. Furthermore, the manager cannot demonstrate that public liability insurance is in place to cover all premises where childcare is provided. However, children of mixed ages arrive happily and excited from the various schools in the local area. Children develop their social skills. They find friends and immediately settle at games and activities that they choose for themselves. Children are confident and independent. They know and follow routines well. This shows that they feel emotionally secure. Children enjoy selecting from a wide range of suitable activities based on what interests them. For example, older children concentrate well to complete complex jigsaws, while younger children play with their friends to build towers from the floor dominoes.

Children behave well. They are polite, and they listen to the manager and staff when required. Children play together. For instance, they take turns when they play board games. Older children help younger children to find words in word searches. Staff are good role models. They play alongside children and offer them plenty of encouragement and praise.

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

- The manager, who is also the designated safeguarding lead, does not ensure that all staff have up-to-date knowledge and understanding of current safeguarding requirements. Overall, staff are aware of the possible signs of abuse and neglect. However, some staff are unable to talk confidently about wider safeguarding issues, such as extremism and terrorisation. This puts children's safety and welfare at risk.
- The manager follows a robust recruitment procedure and checks staff's suitability before they start to work at the club. There are systems in place to monitor staff's performance and to support their continuous professional development. Staff regularly meet with the manager to identify their strengths and areas for improvement. Nevertheless, these systems are not robust enough to help check all staff's current safeguarding knowledge.
- The arrangements for settling children into the club are effective. The manager works with parents to gather key information about the child before they first start. She uses this information to ensure that the child's interests are accounted for, and that their care needs are met. Parents are happy with the service provided and send thank you cards to show their gratitude. Children say they enjoy coming to the club and enjoy playing table football and craft activities.
- A walking bus from each of the schools ensures that children get access to daily

fresh air and exercise. Furthermore, children access the club's garden and local woodland park. Children develop good physical skills indoors as they excitedly take part in chasing games. Children follow good hygiene routines and know to use hand sanitiser before they eat.

- The manager and staff support children to make healthy choices. For instance, they provide a wide range of fruit and vegetables for them to choose from at snack time and to accompany their light tea. Children contribute their own ideas of healthy foods to the weekly menu.
- Staff and children develop good relationships. Children confidently chat with staff and consider the questions they ask. For example, staff ask children to think about where their favourite fruit comes from. Children are introduced to new knowledge as they play. For instance, adults encourage children to consider what they think 'barren' might mean.
- Staff work in partnership with teachers in the schools which children attend. They share pertinent information about children's well-being. For example, teachers provide information about any accidents that children have had at school during the day. Staff at the club ensure they pass this documentation on to parents when they collect children from the club.
- During the COVID-19 pandemic, the manager took cautious measures to prevent the spread of infection. For example, she reduced the number of children attending the club, so that they were able to socially distance effectively.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager does not demonstrate a thorough understanding of how to respond to any safeguarding concerns in a timely and appropriate way, to help protect children from harm. Although staff have attended safeguarding training, the manager does not check that staff have a secure knowledge of safeguarding. As a result, staff do not have a thorough understanding of wider safeguarding issues. This leaves children vulnerable and at risk of harm. The premises, where the club is situated, are safe and secure. The manager visually assesses the risks in the environment daily and removes any potential hazards.

## 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>
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ensure the designated safeguarding lead has a thorough understanding of the safeguarding procedures and how to respond appropriately to any concerns that may indicate a child is at risk of harm	18/03/2022
make sure all staff have up-to-date knowledge and understanding of child protection, including wider safeguarding issues, such as the 'Prevent' duty	18/03/2022
ensure that an up-to-date public liability insurance certificate is always easily accessible and available for inspection.	18/03/2022

## Setting details

<b>Unique reference number</b>	EY492061
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10218672
<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 9
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Thornhill, Claire
<b>Registered person unique reference number</b>	RP513873
<b>Telephone number</b>	01751 476728
<b>Date of previous inspection</b>	26 August 2016

## Information about this early years setting

School's Out Club registered in 2015. The club employs three members of childcare staff. Of these, two hold appropriate early years qualifications. The club opens Monday to Friday. Sessions are from 7.30am to 9am and from 3.15pm to 6pm during term time, and from 8am to 6pm during some of the school holidays.

## Information about this inspection

### Inspector

Judith Bodill-Chandler

## Inspection activities

- This is the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in the evaluation of the setting.
- The manager showed the inspector the premises and discussed how she and the staff ensure it is safe and suitable.
- Children told the inspector about their friends and what they like to do when they are at the club.
- The inspector observed the interactions between staff and children.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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