

# Inspection of Energy Kidz Out Of School Club - Alderton Ig10

Alderton County Infant School, Alderton Hall Lane, LOUGHTON, Essex IG10 3HE

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Inspection date:

22 April 2022

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

**This inspection**

**Not met (with actions)**

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Previous inspection

Not applicable

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

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

The provider is not meeting all requirements of their registration. Children's behaviour is not managed appropriately. Children sometimes talk over staff and do not listen to instruction, making it difficult for staff to manage. This means that their overall experience at the club is variable. Staff provide children with some activities, such as arts and crafts. Younger children enjoy making cards and draw pictures which they show to staff. Older children enjoy playing football in the indoor hall and can be physically active in the playground outside. However, as activities are frequently mundane, children regularly lose interest and their behaviour frequently deteriorates. They kick balls towards each other and at furniture and do not respond when staff tell them not to.

Staff are attentive and respond well to children when they are able to do so. They engage with the children in a warm manner. However, they are frequently overwhelmed by the number and needs of the children present. Staff do not have access to training and support to help them to manage children's behaviour consistently and appropriately. Senior leaders are clear about plans for improvement and know what they need to do to drive forward changes in order to support staff and improve the experience for the children. However, they have not implemented the necessary plans to bring about improvements.

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

- The management does not have effective oversight of the provision and has not taken sufficient action to address identified weaknesses. For example, circle time and snack time are sometimes chaotic. At these times, children struggle to concentrate and do not benefit from these planned activities. Staff have some ideas on how to improve this. However, while they have raised their concerns with the management, they have not made changes to improve these areas.
- At times, children are poorly occupied. Some resources on offer do not interest them and children wander around unsure what to do. Some activities are not linked to individual interests of the children and do not engage them. As a result, children sometimes lack focus. They struggle to regulate their behaviour at these times. Children have arguments with each other and staff struggle to resolve these conflicts.
- There are appropriate recruitment processes in place to ensure the overall suitability of adults employed to care for the children. There are procedures to train and supervise staff who work with children. However, in recent years there have been frequent changes of manager and these systems are not consistently implemented. Staff have not had access to appropriate training, particularly to help them to understand and implement effective and consistent behaviour

management procedures.

- Children benefit from a healthy diet in the provision with wraps, fresh fruit and vegetables offered to them at the beginning of the session. Management gathers detailed information about children's dietary needs when children start. This includes any food allergies or food preferences. Staff are aware of this and use a prompt sheet when serving food to meet the children's needs.
- There are some arrangements in place to support children with special educational needs and/or disabilities. For example, the manager develops care plans which set out the specific arrangements for each child. Staff work closely with the school that the children attend to ensure that they share relevant information about children in order to promote continuity of care.
- Parents report that their children are happy at the provision. Children share that they enjoy playing with friends and toys while at the after-school club, and find staff kind and friendly.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff are mindful of some risks to children. They regularly remind children not to run and to finish their mouthful of food before they go to play. However, due to children's behaviour not being managed effectively, this impacts on the safety and well-being of staff and children. Staff have used whistle-blowing procedures to highlight concerns, but insufficient action has been taken to address this. However, staff complete training which helps them to understand the possible indicators of abuse or neglect. They are familiar with the processes to refer concerns to other agencies. Managers do ensure that children's mobile phones are kept secure. However, they have not made efforts to discuss online safety with the children, to ensure they fully understand the risks.

## 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:**

	Due date
ensure that the range of resources and activities provided enable all children to explore and develop their own play and ideas, and promote positive behaviour	06/06/2022
ensure that all staff who work with children are able to understand and implement appropriate and effective behaviour management procedures	06/06/2022

<p>implement an effective system for the supervision of staff to ensure they receive appropriate support, coaching and professional development opportunities, to help keep children safe and to meet their needs</p>	<p>06/06/2022</p>
<p>ensure that all persons with responsibility for safeguarding follow the procedures for raising and sharing any signs of concern about the well-being of staff and children, including where staff follow whistle-blowing procedures.</p>	<p>06/06/2022</p>
<p>ensure that all staff are alert to any issues of concern in the child's life at home or elsewhere, with particular regard to staff's awareness of online safety considerations.</p>	<p>06/06/2022</p>

## Setting details

<b>Unique reference number</b>	EY559778
<b>Local authority</b>	Essex
<b>Inspection number</b>	10190428
<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>	210
<b>Name of registered person</b>	Energy Kidz Ltd
<b>Registered person unique reference number</b>	RP901001
<b>Telephone number</b>	07970499197
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Energy Kidz Out Of School Club - Alderton Ig10 registered in 2018 and is based in Alderton Country Infant School in Loughton, Essex. It operates from 7.45am to 9am before school and from 3pm to 6pm after school. The setting is a child-led supervised play club.

## Information about this inspection

### Inspector

Emily Woodhead

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about how the provision organises the range of activities indoors and outdoors.
- The inspector looked at relevant documentation. This included evidence of staff suitability, the complaints record and safeguarding documents.
- The inspector spoke to staff throughout the inspection.
- The inspector spoke to parents during the inspection.

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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