

# Inspection of Proactive After School Club

St. Augustines Cp School, 19 West End, Costessey, Norwich, Norfolk NR8 5AG

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Inspection date:

5 May 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**

Leaders and managers do not ensure that they or their staff have sufficient safeguarding knowledge. They do not have a detailed understanding of how to identify and respond to all concerns that a child may be at risk of harm. Leaders and managers do not fully understand their responsibility to ensure that all safeguarding and welfare requirements are met. This has led to a number of breaches in requirements. For example, there are not always staff present who have the required first-aid qualification. This means children may not receive timely and effective emergency medical attention, should the need arise.

Children in the early years age range do not benefit from an allocated a key person, who is responsible for ensuring that their care needs are met. However, all children form secure attachments to staff and demonstrate that they feel content and relaxed in their care. They confidently express their needs to the caring staff. Children learn the simple rules and routines of the club as these are consistently implemented. They settle quickly as they arrive and excitedly chat to staff and friends about their day.

Children independently choose from favourite toys and games. They play very happily with their friends throughout the session. Children are very friendly and demonstrate excellent manners. When they are less secure, they are supported by attentive staff to join in sociable activities. Children are keen to share what they like about the club with visitors and clearly enjoy the time they spend there. There is a cheerful hum of activity throughout the session.

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

- Leaders and managers do not provide staff with supervision. This means that they have not identified weaknesses in important aspects of their practice, such as safeguarding knowledge. Consequently, staff do not receive the guidance that they need to improve.
- Although recruitment practises are robust, induction and mentoring of new staff is ineffective. Leaders and managers do not ensure that staff undertake required safeguarding training or that they fully understand policies and procedures. They do not ensure that they are confident that new staff have sufficient understanding necessary to keep children safe and to be effective in their role.
- Children benefit from healthy food and free access to water. Staff prepare a nutritious snack when children first arrive and a more substantial meal of a sandwich and fruit later on in the session. Staff are good role models for children. They provide clear messages about good manners at mealtimes, which helps children learn valuable social skills.

- Children are very helpful and friendly. They learn to wait their turn for their food and to help to clear away when they have finished. Staff consistently model good manners and children learn to be polite and kind.
- Parents report that their children enjoy coming to the club. They feel confident that their children are well cared for and have a good time. Parents state that they are well informed and staff are friendly and approachable.
- Children have regular access to outdoor play in a secure playground. They run around happily and play cooperatively. Children who would rather play quietly indoors have plenty of opportunities to engage in a wide variety of games. Staff are happy playmates and join in children's play when invited.
- Children have good communication skills and enjoy talking about what they are doing. For instance, children are keen to explain that they have painted two rainbows, one multicoloured and one brown. Children are proud of their achievements and confident to explore their creativity.
- Staff work closely with the school on the same site. They gather useful information from staff when they collect children from their classes. This means that children benefit from a joined-up approach to their care.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers have not ensured that staff have sufficient knowledge to identify and take action should a safeguarding concern arise. Although staff can identify some of the signs that children might be at risk of harm, they do not all have a secure understanding of all safeguarding concerns. Not all staff understand how to report concerns about someone who works with children. Despite implementing effective recruitment policies, leaders and managers do not routinely check that staff continue to be suitable to work with children. Staff do not routinely record injuries that children sustain away from the setting, which means that potential risks to children's health and well-being could be missed.

## 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 all staff receive training and understand how to identify signs of possible abuse and neglect at the earliest opportunity, and respond to concerns in a timely and appropriate way	31/05/2022

adopt a robust safeguarding policy and procedures that include actions to be taken in the event of an allegation being made against a member of staff	31/05/2022
ensure that there is always at least one person who has a current paediatric first-aid certificate on the premises and available at all times children are present	31/05/2022
implement a robust system for induction and supervision of staff that includes a review of their continued suitability to work with children	31/05/2022
develop and implement a key-person system to ensure every child in the early years age range receives care that is tailored to their needs.	31/05/2022

## Setting details

<b>Unique reference number</b>	2520108
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10215006
<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>	3 to 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Proactive Education Limited
<b>Registered person unique reference number</b>	2520107
<b>Telephone number</b>	07579811000
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Proactive After School Club registered in 2019. The club operates from a classroom in St Augustine's CP School in Costessey, Norwich. The club solely cares for children who attend the school. The club employs five members of childcare staff. The manager holds an appropriate qualification at level 3. The club is open from 3pm until 6pm each day during term time. Longer sessions are provided during school holidays.

## Information about this inspection

### Inspector

Terrie Simpson

## 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.
- Children spoke to the inspector about their time at the club and what they enjoy doing.
- The inspector spoke with leaders and managers and staff at appropriate times throughout 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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