

Inspection of Go Go Makers

Kingsley School, Beauchamp Avenue, LEAMINGTON SPA, Warwickshire CV32 5RD

Inspection date:

14 April 2022

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

**This
inspection**

Not met (enforcement)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Children's safety and welfare are compromised. Poor deployment of staff and, at times a disorganised environment, leads to children being left unsupervised. Not all possible risks to children's safety are identified or minimised effectively. The information and records to account for children's attendance are not sufficiently detailed. The policy and procedures to be implemented in the event of a child going missing are not followed in a timely manner. These failings mean that children's needs are not met, and they are not protected from the risk of harm.

Children do not benefit from having a key person to provide care and reassurance when needed. Some children struggle to settle and build relationships and this impacts on them participating in the planned activities. They do not engage and wander off in the unfamiliar environment without being noticed.

In contrast, some children thoroughly enjoy their time at the holiday club. They look forward to meeting up with friends they have made previously and who attend from different schools. The majority of children enjoy the range of experiences on offer throughout the day, which include sports, dance, music and science. They behave well, listen to and follow instructions, and are polite and considerate to others. Children are given plenty of praise and encouragement. They also enjoy getting together to celebrate each other's achievements and receiving certificates and rewards.

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

- Managers and staff have not fully considered the ages and needs of children, or the types of activities offered when organising the groups and deployment of staff. Children are, generally, cared for in groups of 12 or sometimes up to 14 with just one member of staff leading a busy activity in one of the classrooms. The activities are provided across a number of classrooms, the hall, and an outside space. There are separate toilets. These rooms and areas are spread out and separated by stairs and corridors, which lead to other areas of the school that are not in use. At times, the manager will help, but this is usually to support children with special educational needs and/or disabilities who may need one-to-one care. Furthermore, because staff do not record children's hours of attendance, it is difficult to work out how many children are present at any one time. All of this results in an environment where children are often not supervised and easily able to wander off out of the sight or hearing of staff. This places children at significant risk and their safety and well-being are not assured.
- Many of the children attend the holiday club regularly. They are familiar with the way that the sessions are organised and make the most of the experiences on

offer. However, some younger children, who are less confident or attending for the first time, do not have the same quality experience. There is no key-person system in place. Children move from one activity to another and although they stay with the same group of children, each activity is led by a different adult. Therefore, children do not benefit from the opportunity to build a relationship with a key adult who knows them well enough and can help them to feel safe and secure.

- All activities are structured and planned in advance of each holiday. These separate sessions are based on themes and acknowledge festivals, celebrations or cultural traditions. Children access these experiences throughout the day and most enjoy the varied opportunities to be creative, expressive, active and inquisitive. However, the same activity is provided to children regardless of their age or ability. Staff do try to adapt these activities to tailor the experiences for different children. They are keen to re-organise the sessions to fit with children's interests and improve children's engagement.
- Children enjoy the sociable mealtimes. They sit together with friends and chose from the healthy options in their lunch boxes or, for some, from the meals provided. Water is always available, and children are encouraged to drink regularly to ensure they keep hydrated.
- Partnerships with the host school are well established and staff work closely together to resolve issues regarding the premises. For example, joint risk assessments were carried out when it was realised that children were able to open an external door and get out of the building. Arrangements were made quickly, and door handles were moved out of children's reach to make the premises more secure.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments are not fully effective, and security is not assured. Children who are disengaged and not being supervised wander around. They go through open doors, up the stairs and into classrooms that are out of use. Children exit the building without being seen. When managers and staff realise that not all children are accounted for, some are not confident in their roles or responsibilities. They fail to implement their policy and procedures effectively. Children are not safe because the alarm is not raised quickly enough and missing children are not found in a timely manner. That said, in other aspects of safeguarding, staff are knowledgeable. For example, they understand what to do if they have concerns about a child's welfare and how to deal with allegations against adults.

What does the setting need to do to improve?

The provision is not meeting requirements and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure managers and staff have appropriate training, skills, knowledge, and a clear understanding of their roles and responsibilities, this is with specific regard to the efficient management of safety issues and the procedure to follow in the event of a child going missing at, or away from, the setting	27/05/2022
ensure children are assigned a key person, to tailor each child's care to meet their individual needs, to help the child become familiar with the setting and to offer a settled relationship for the child	27/05/2022
ensure staffing arrangements, which consider the type of activity and ages of children attending, meet the needs of all children and ensure their safety and welfare	27/05/2022
ensure that staff are deployed, so that all children are supervised appropriately and always within sight or hearing	27/05/2022
ensure that children do not leave the premises unsupervised	27/05/2022
take all reasonable steps to ensure risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised	27/05/2022
maintain a daily record of the names of the children being cared for on the premises, which includes their hours of attendance and the names of each child's key person.	27/05/2022

Setting details

Unique reference number	2496884
Local authority	Warwickshire
Inspection number	10124171
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	60
Number of children on roll	60
Name of registered person	Canning, Emma
Registered person unique reference number	RP901083
Telephone number	01926 935377
Date of previous inspection	Not applicable

Information about this early years setting

Go Go Makers registered in 2018. The holiday club operates from Kingsley School, in Leamington Spa, Warwickshire. It operates during school holidays from 8.30am to 6pm, Monday to Friday. There are six members of staff.

Information about this inspection

Inspector
Lucy Showell

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provision.
- The manager and inspector toured the premises and discussed the organisation of the setting.
- The inspector observed the quality of staff's interactions with the children during activities indoors and outside.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The manager showed the inspector relevant documentation and evidence of the suitability of adults working on the premises.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022