

# Inspection of Whosh

William Hulme's Grammar School, Springbridge Road, MANCHESTER M16 8PR

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Inspection date:

26 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**

Weaknesses in staff's ability to identify possible indicators of abuse place children at risk of harm. Despite this, they enjoy their time at the club. At the end of the school day, they are collected by the caring staff team, who escort them safely to the designated classroom. Children particularly enjoy the art and craft activities that are provided. They enthusiastically join the member of staff at the table to find out about the activity for the evening. Children enjoy selecting fabric petals and sequins to make their own flower and are delighted with the finished result. Children chat happily to one another as they colour Union Jack flags to add to the display for the Queen's Platinum Jubilee. They eagerly anticipate the planned picnic to celebrate and remind the staff they still need to make the cakes.

Children are encouraged to relax and make their own choices about how they spend their time. Nursery-age children play well together as they engage in imaginative play with small world figures, such as farm animals. Staff are mindful of quieter children, who stand and watch others play. They ask children if they would like to join in, but do not always actively support children, for example, by playing alongside them. This means children who need additional encouragement to join in, do not always get the support they need to play with the available toys.

During the COVID-19 pandemic, the club adopted the procedures implemented by the host school to help keep children safe. They also reviewed the collection arrangements. Parents continue to wait at the main entrance and children are individually handed over to the care of their parents.

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

- The established staff team work well together, they warmly welcome every child and show genuine interest, care and concern. Many children have formed secure attachments and affectionately refer to one member of staff as 'Grandma'. This reflects the relaxed experience children receive after their day in school and nursery.
- Staff are positive role models; they speak respectfully to the children and one another. Children are learning the importance of socially acceptable behaviour. They willingly share resources and patiently wait their turn, for example, to use the glue stick.
- Staff support children to learn about the importance of a healthy lifestyle. Children have some excellent opportunities to be physically active. Outdoors children make good use of the large open space to run and play in. They use large equipment to practise and refine their climbing and balancing skills.
- Children are encouraged to make healthy choices about the foods they eat. They

are very familiar with the routines of the club and enjoy a healthy snack soon after they arrive. Children who attend other activities after school, before coming into the club, independently serve themselves toast and fruit when they arrive.

- Staff receive weekly visits from a member of the management team. However, ongoing support and coaching for staff to improve their personal effectiveness, for example, in how to best support the youngest children in their play, is limited. Staff are clear that they can contact their manager for advice if they feel they need it.
- Parents speak positively about the quality of care their children receive. They say their children enjoy attending and are disappointed when it is not their night to go to the after-school club.
- Key messages are conveyed between school staff and staff working in the club as necessary at handover times.
- All required records are maintained, however, staff working directly with the children are not always able to access information relating to individual children. For example, during the inspection, staff had emergency contact details for every child and were aware of any known allergies. However, they were unable to access any further information.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff have completed mandatory training. However, their knowledge and understanding of the types of abuse and the possible indicators that they need to be alert to is limited. This places children at risk. There is a designated safeguarding lead for the club, however, some staff are unsure who this is. Effective risk assessments are maintained, this means children are able to move around and play safely.

## 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 the designated practitioner with lead responsibility for safeguarding children is known to all staff and is readily available when staff are working with children in the club	23/06/2022

<p>ensure all staff have up-to-date knowledge of safeguarding issues and are able to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way</p>	<p>23/06/2022</p>
<p>ensure appropriate and effective arrangements are in place for the supervision of staff and provide them with effective coaching and training to support professional development</p>	<p>23/06/2022</p>
<p>ensure records are easily accessible and available to staff when the club is operating.</p>	<p>23/06/2022</p>

## Setting details

<b>Unique reference number</b>	EY550774
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10145628
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	21
<b>Name of registered person</b>	Bosh Limited
<b>Registered person unique reference number</b>	RP909072
<b>Telephone number</b>	07824 636 435
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Whosh registered in 2017. It is one of four out-of-school settings operated by Bosh Limited. The club operates from designated areas within the primary school building of William Hughes Grammar School. It opens each weekday from 7.45am to the start of the school day and 3.05pm to 6pm during term times. It also opens during some school holiday periods. There are four members of staff, two of whom hold appropriate early years qualifications at level 3.

## Information about this inspection

### Inspector

Vickie Halliwell

## 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.
- Children spoke to the inspector about their time at the club. The inspector also spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including policies and procedures and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the activities provided and assessed the impact this had on children's enjoyment and their development.

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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