

# Inspection of Stay And Play After School Club

St Augustine Endcliffe, Brocco Bank, Sheffield, South Yorkshire S11 8RS

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Inspection date:

15 June 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 significant weaknesses in the setting compromise children's safety and well-being. The provider has failed to notify Ofsted of a change in manager. Additionally, weaknesses in the safeguarding knowledge of staff puts children at risk of harm. For instance, staff do not fully understand who to report any concerns about children's welfare to. Although there are enough staff to meet the minimum ratio requirements, staff deployment is not effective. This results in a disorderly environment. The organisation of activities and routines impacts on children's behaviour.

Despite this, children are happy and enjoy the games, crafts and physical play offered. For example, they take pleasure in playing in the home corner or building from a wide variety of construction toys. They enjoy creative activities, such as painting, where they explore colour mixing and notice change. However, when all children are in the room together, noise levels can be high. This makes it difficult for them to hear one another.

Changes to drop off and collection arrangements were implemented to protect children's health and well-being during the COVID-19 pandemic. Parents did not have access to the setting as a result. However, parents comment they were well informed of activities through detailed daily discussions at the door.

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

- The provider has inadequate knowledge and understanding of what must be notified to Ofsted. She has failed to inform Ofsted of changes to management, as required.
- The provider does not have a clear overview of staff's safeguarding knowledge and understanding. Although staff complete training, the provider does not check what they know. Some staff do not understand about wider safeguarding issues, such as how to recognise signs of radicalisation or if children are exposed to extreme views or behaviours. Additionally, not all staff are aware of who the designated safeguarding lead is and who to report concerns to. This means children's safety cannot be assured.
- Staff do not have regular opportunities to meet with the management team to discuss their performance and any concerns they may have. Therefore, leaders are unable to clearly identify any gaps in staff's knowledge and understanding. Staff do not receive the opportunities they need to support their professional development. This compromises children's well-being, as not all staff have the knowledge and skills to support them appropriately.
- The provider does not ensure that staff are deployed effectively within the club

to supervise children. This means that their needs are not always met. For example, staff leave inexperienced colleagues with large groups of children. They struggle to engage them and ensure they behave within expectations. Some staff use time to complete tasks away from the children, such as cleaning and paperwork.

- Staff teach children about road safety when walking back from school to the club. However, the transition between routines and activities takes a long time. Staff have unrealistic expectations of how long children will remain waiting to leave the school playground and the amount of time waiting for snack to be served. For some children, this impacts negatively on their behaviour.
- Staff provide children with a range of healthy snacks. Children learn about keeping themselves healthy. Effective systems are in place to help staff manage children's allergies and individual dietary requirements. Hygiene practices are good. Children manage their own self-care. They wash their hands before eating and clear away when they have finished.
- Children are confident and happily communicate with staff and visitors, sharing information about their day at school. Overall, children say that they like attending the club and that their favourite things to do are playing with their friends and playing outside.
- Parents' views about the setting are gathered periodically and there are effective systems in place to support two-way communication with them. Parents report that their children are happy, and they value the care and support provided. Staff consult with older children in the out-of-school club, valuing their opinions and planning for activities that they will enjoy.

## Safeguarding

The arrangements for safeguarding are not effective.

Gaps in staff's safeguarding knowledge mean that children's safety and well-being are not assured. Staff are not able to recognise all the signs that a child may be at a risk of harm. Staff know that they must share any concerns about children. However, not all staff understand who to share these concerns with. Staff have a good understanding of who to report concerns about a colleague to. The management team and staff ensure the security of the premises and prevent unauthorised people from entering the club. The provider ensures safer recruitment procedures are followed to check the suitability of new staff.

## 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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develop a secure knowledge and understanding of what must be notified to Ofsted, particularly changes to the management of the provision	29/06/2022
ensure all staff have a thorough and accurate understanding of all safeguarding issues, including who to report any child protection concerns to	05/07/2022
improve arrangements for the supervision, coaching and mentoring of staff, to support them in developing their knowledge and skills in order to continually improve their practice	15/07/2022
ensure that children are adequately supervised and staff are effectively deployed at all times to meet children's needs and maintain their safety.	15/07/2022

## Setting details

<b>Unique reference number</b>	2496789
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10191318
<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 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	Hague, Kathryn
<b>Registered person unique reference number</b>	RP905470
<b>Telephone number</b>	07938811016
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Stay And Play After School Club registered in 2018 and is located in Sheffield. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday during term time only. Sessions are from 3.15pm until 6pm.

## Information about this inspection

**Inspector**  
Julie Dent

### 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 provider and the inspector completed a learning walk together.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to the provider, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector viewed some documents relevant to the inspection process.

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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