

Inspection of Energy Kidz Out Of School Club - Portway Infants SP10

Portway County Infant School, Ashfield Road, Andover, Hampshire SP10 3PE

Inspection date:

3 August 2022

The quality and standards of early years provision

This inspection

Not met (with actions)

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Staff do not supervise children effectively at all times. This places children at risk of harm and does not adequately support their well-being. Children leave the sports hall and outdoor areas without telling staff. Young children are left in the school building unattended and children exit the school grounds to collect balls without staff's awareness. This compromises their safety. When children get upset and sit crying, staff do not notice quickly enough to ensure their well-being is supported at all times.

Overall, children engage happily in free-play activities and choose things to do from the range of resources and toys. They spend time both indoors and outdoors, and have opportunities to be physically active as well as rest and relax. Children work together to create a marble run. They discuss their ideas with one another, and older children include younger children in their play. Children are polite, friendly and play together cooperatively. However, they do not consistently follow rules and boundaries of the setting. For instance, children do not take care of property. They throw toys into piles when they have finished playing with them and do not always participate in helping to tidy up or taking care of their things.

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

- Staff supervision of children is ineffective and places children at risk of harm. Although registers are taken to ensure staff have an accurate understanding of the amount of children present, they do not know where children are at all times. Staff focus on interacting with children one-to-one or in small groups and do not have clear oversight of what the rest of the children are doing. This means children leave the playground and go through unlocked gates to collect balls without staff knowing. Younger children go to the toilet without staff knowing and are left unsupervised in the building away from staff. Staff's lack of awareness of where children are or how many children they have with them mean that children can go missing or exit the site without adults realising. Therefore, children are not kept safe.
- Staff do not ensure they are checking the well-being of all children. Staff do not notice when children become upset. Children sit by themselves crying. When staff are made aware of this they take action, but the lack of supervision does not adequately support children's well-being.
- Staff do not consistently deliver group activities well. They do not introduce or explain the rules of large-group games clearly so that children understand what to do or how to take part. Children lose interest and talk to one another during the game or walk away. Staff do not interact well with the children to encourage their enjoyment and involvement.

- Despite weaknesses in staff interactions with children during large-group activities, they do interact sensitively with children in smaller groups and one to one. They spend time reading to children, join in their make-believe games, and lead small-group games, such as 'duck duck goose' and 'grandma's footsteps'. They show interest in children's ideas and views and get to know the children they talk to.
- The manager gathers children to explain the rules of the setting and have an opportunity to introduce themselves to one another. Children sit and concentrate during this time and take turns to speak. Staff support children that are less confident to participate and are gentle in their approach when encouraging them to get involved.
- Children enjoy opportunities to be physically active and engage in physical challenges. They climb on the play equipment and help each other to get up the ladders and balance on planks. Children race each other, play ball games and have lots of fun bouncing on space hoppers. They benefit from lots of fresh air and space to move around.
- The company sends members of their regional management team to support settings. The operations manager is aware of weakness in staff practice and the quality of care provided. During the inspection, she began to put in place changes to minimise the risk to children. She models to staff how to have positive interactions with children and has begun to support them to make changes to the delivery of activities.

Safeguarding

The arrangements for safeguarding are not effective.

Staffs' ineffective supervision of children places children at risk of harm. Staff do not always know where children are or how many children they have with them. Staff do not ensure gates to exit the premises are kept locked and that the risk of children going missing from the premises is minimised. The leadership team follows robust recruitment procedures. They ensure staff take part in regular training to understand child protection issues. Staff know what to do if they are concerned that a child may be at risk of abuse or have concerns about adults working with children. They understand the reporting procedures they must follow.

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 staff are deployed effectively and children are supervised at all times	08/08/2022

<p>ensure staff are fully aware of their roles and responsibilities, particularly in relation to understanding how many children they are caring for and following the procedures for supervising children to use the toilets</p>	<p>08/08/2022</p>
<p>implement effective arrangements to ensure children's well-being is always supported and staff can swiftly respond to children's needs</p>	<p>08/08/2022</p>
<p>improve staff interactions with children to ensure they understand staff expectations for behaviour and are all supported to fully engage in purposeful activities.</p>	<p>08/08/2022</p>

Setting details

Unique reference number	2552084
Local authority	Hampshire
Inspection number	10215761
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	4
Number of children on roll	200
Name of registered person	Junior Adventures Group UK Ltd
Registered person unique reference number	RP901001
Telephone number	07970499197
Date of previous inspection	Not applicable

Information about this early years setting

Energy Kidz Out Of School Club - Portway Infants SP10 registered in 2019 and is situated in Portway Infant School, Andover. The club operates during school holidays only, from 8:30am to 5:30pm, on weekdays. There are four members of staff.

Information about this inspection

Inspector

Alice M Roberts

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 talked to the inspector about how the provision is organised and explained the daily routine and activities provided.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The manager and inspector carried out a joint observation of a planned activity.
- The inspector held a meeting with a member of the senior leadership team.
- The inspector assessed the safety and suitability of 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.

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