

# Inspection of Around Childcare

St Matthews C of E (Aided) Primary School, Wood Lane, Leeds LS7 3QF

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Inspection date:

8 November 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

Children's safety and welfare are not fully assured. The provider has not trained new staff during their induction period. Consequently, staff are not sufficiently aware of their roles and responsibilities. Some staff do not understand child protection issues in order to safeguard children from abuse. Risk assessments are not robust enough. This results in occasional lapses in the security of the premises.

Although children are happy and excited to attend the club, there are inconsistencies in the quality of staff's interactions. For example, staff do not always give children instructions in a positive manner during daily routines. This means that staff are not consistently positive role models for children. This is due to a lack of induction and purposeful supervision arrangements for staff, including support on improving their interactions with children.

Children happily approach staff, who know them well. They take part in an excellent array of fun activities that build on the knowledge and positive approach which children need for successful learning in school. Children behave well and are highly sociable. For example, as part of 'kindness week', children create bookmarks, pictures and friendship bracelets together. They delight in showing the inspector the tricky technique for making their bracelets. Children enjoy staff's help, for example as they hold a stencil in place for them.

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

- The provider has not carried out induction training with two new staff, due to awaiting the return of their Disclosure and Barring Service checks. Consequently, they have an insufficient understanding of their key roles and responsibilities, particularly in relation to fire safety and safeguarding children.
- The provider works directly in the club alongside staff, where she provides some very good direct mentoring and role modelling. However, she has not yet established effective supervision arrangements, especially for identifying weaknesses in staff's practice or where staff are less experienced. Consequently, although some staff are working towards gaining a qualification, the provider does not precisely target all relevant further training opportunities to improve their practice.
- Staff create a fun and accessible environment where children thoroughly enjoy themselves and grow in confidence. They plan inspiring activities, including through an exemplary art and craft programme. This provides children with expansive opportunities to express their creativity and explore their ideas. Children are very motivated, focused and eager to join in.
- Staff plan effectively around children's interests, themes, national events and the

host school's curriculum. For example, children take part in activities around Black History Month and anti-bullying. Staff use excellent initiatives to involve children in how the club is run. For example, children post their ideas for the menu and activities into the suggestion box. This helps them to feel valued and develop their self-esteem and confidence.

- Staff work in close consultation with parents and Reception Year staff to help children to settle in. As part of this, they gather important information that helps them to get to know the children and meet their individual needs. This includes children who require additional support. For instance, staff implement initiatives to emotionally support children with daily routines.
- Parents receive high-quality information about the club and what their children do. Staff share information through open mornings, newsletters, the club's website and a new social media forum. The provider distributes and evaluates parent questionnaires to help inform improvements to the club. Parents are extremely complimentary about the setting.
- Staff organise daily routines well so that children can make choices, which helps to foster their independence. For example, children are able to free flow between the inside and outside until it starts to get dark. This also means that children benefit from fresh air and exercise, which contributes to a healthy lifestyle.
- Staff involve children in creating new initiatives that help them to work together to earn points for positive and kind behaviours. For instance, children vote on the names for their new house teams.
- Staff provide ample opportunities for children to develop their social skills and friendships. Children play together imaginatively, sharing dinosaur figures. They have great fun playing physical games together, such as musical statues.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not fully ensure children's safety. New staff are unable to identify possible indicators of abuse and do not understand external whistle-blowing procedures. The provider has a very secure understanding of how to report any concerns of a child protection nature. However, those designated to take charge in her absence do not. Staff secure the school gate once parents have collected children from the club. However, during this period, staff prop an external door open. This creates a risk of unauthorised persons entering the classroom. The provider has rigorous recruitment and vetting processes to determine the suitability of staff. She ensures that unvetted staff are not left unsupervised with children.

## 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 that staff are consistently trained to understand the setting's safeguarding policy and procedures and have an up-to-date knowledge of safeguarding issues, including reporting procedures	22/11/2022
take all reasonable steps to prevent unauthorised persons from entering the premises	22/11/2022
ensure that all staff receive induction training to help them to understand their roles and responsibilities	22/11/2022
put arrangements in place for the supervision of staff to ensure that more appropriate support, coaching and training are available to help staff to develop their skills.	22/11/2022

## Setting details

<b>Unique reference number</b>	2662017
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10260939
<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>	24
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	Around Childcare Limited
<b>Registered person unique reference number</b>	2662016
<b>Telephone number</b>	07764470741
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Around Childcare registered in 2021. It is independently run and operates from St Matthew's C of E (Aided) Primary School, in the Chapel Allerton area of Leeds. The club employs seven members of staff. Of these, three hold relevant qualifications at level 3. This includes the provider, who also manages the club. The club is open to children from the host school during term time, from 7.30am to 9am and from 3.15pm to 6pm, Monday to Friday. Depending on demand, the club opens during school holidays from 8am to 5pm. The holiday club is open to school-aged children from the local and wider community.

## Information about this inspection

**Inspector**  
Rachel Ayo

## 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 observed the safety and suitability of the premises and completed a learning walk of the areas used by the club with the provider. She also spoke to the provider to find out how the club is organised and the range of activities provided.
- The provider and inspector completed a joint observation of an activity taking place.
- The inspector spoke to staff during the inspection and gained feedback from parents. She also spoke to children about their experiences at the club and what they enjoyed doing.
- The inspector checked a sample of documentation, including certain policies and procedures, certificates of training and documents relating to the suitability of staff. The provider shared her analysis of parents' questionnaires.
- The inspector held regular discussions with the provider 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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