

Inspection of NRG Associates UK Ltd (Trading as) Astbury Merekids Out of School Club

Astbury St Mary's C of E Primary School, School Lane, Congleton, Cheshire East
CW12 4RG

Inspection date:

26 October 2022

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

**This
inspection**

Not met (with actions)

Previous
inspection

Good

What is it like to attend this early years setting?

This provision does not meet requirements

The provider does not ensure that staff implement the procedures in place to keep children safe. For instance, staff do not record concerns for children's welfare or report these to the appropriate people. Some staff are not aware of the signs or symptoms of abuse or the steps that they would take if they had concerns. This means that children's safety cannot be assured.

That said, children are happy to attend this homely club. They are able to select what they would like to play with and settle quickly with their chosen activities. Staff encourage older children to think about what they would like to do the following week and plan activities that follow their interests. This helps children to have a sense of belonging. Children are developing their physical skills and benefit from plenty of fresh air and exercise. For example, they enjoy going on nature walks, skipping and playing football in the playground. Children are kind, considerate and caring towards their peers. Older children are keen to help the younger children and include them in their games. This helps to build children's resilience and self esteem.

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

- The provider completes yearly appraisals with staff and provides access to online training. However, she does not ensure that the training is effective. Consequently, there are gaps in staff knowledge and understanding of safeguarding. The arrangements in place for the supervision of staff who have contact with children are not effective in promoting continuous improvement.
- When children start at the club, staff get to know them well. Staff adapt their levels of support and expectations to each child. This helps children to settle well and have fun.
- On the whole, children behave well. Staff consistently apply fair boundaries and tackle any inappropriate behaviour quickly. They use explanations and gentle reminders to help children manage their emotions and consider others. Children are involved in making the 'club rules'. This helps children to understand expectations and to reflect on their own behaviour.
- Children are learning where their food comes from and enjoy planting and harvesting fruits and vegetables. They are aware of good hygiene practice. For example, they remind each other of the importance of handwashing before eating to remove germs. This helps children to recognise the importance of healthy lifestyles. Staff are aware of individual allergies and intolerances. They take steps to ensure that each child has a choice of healthy snacks and drinks throughout the session.
- Children have opportunities to learn about other cultures than their own. For

example, they use coloured rice to make rangoli patterns and use clay to make lanterns when celebrating Diwali. The club has close links with the community and participates in local celebrations. For example, children have collected food for the local food bank during Harvest Festival. This helps children to develop an understanding of their community and the wider world.

- Parents report how children are made to feel welcome at the club. Staff provide daily information on activities and pass on messages from school. Parents receive regular communication from the provider and can access a range of information available on the club website. This includes information about activities, policies and staffing. This helps parents to feel informed about their child's welfare.
- Staff make the most of opportunities to support children's mathematical development. Children are encouraged to regularly use mathematical language in their play. For example, staff and children compare the size of apples and consider how many they will need to make their apple crumbles. This supports children's mathematical understanding and vocabulary.
- Staff work closely with teaching staff in school. This enables them to provide consistent support for children. For example, children who are developing their early reading skills in school will practise finding their name in the club.

Safeguarding

The arrangements for safeguarding are not effective.

Although there are procedures in place to keep children safe, the provider does not ensure that all staff follow these consistently. For example, staff do not report concerns for children's welfare to the appropriate people or record concerns accurately. Some staff are not aware of the signs or symptoms of abuse or the steps that they would take if they had concerns. Leaders do not ensure that the required information about children that they hold is accurate and up to date, particularly relating to who has parental responsibility for children. This means that children's safety cannot be assured. That said, staff provide good levels of child supervision and are deployed effectively. They carefully monitor the numbers of children throughout the session and show a good understanding of where children are playing as they move between rooms. Staff regularly assess the environment for risks and ensure that hazards are minimised.

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
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ensure all staff are trained to understand the safeguarding policy and procedures, and that all staff have up-to-date knowledge of safeguarding issues, including how to identify signs of possible abuse and neglect and how to respond in a timely and appropriate way	05/12/2022
ensure that all information about children is up to date and accurate, including information about who has parental responsibility for the child.	05/12/2022

Setting details

Unique reference number	EY433190
Local authority	Cheshire East
Inspection number	10233792
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	3 to 11
Total number of places	24
Number of children on roll	204
Name of registered person	NRG Associates UK Limited
Registered person unique reference number	RP530948
Telephone number	07748 699352
Date of previous inspection	3 November 2016

Information about this early years setting

NRG Associates UK Ltd (Trading as) Astbury Merecats Out of School Club registered in 2011. The club employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The club opens Monday to Friday from 7.30am to 8.50am and Monday to Thursday from 3.15pm to 6pm during term time. During the school holidays, the club opens from 7.30am to 6pm.

Information about this inspection

Inspector

Kerry Maddock

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 manager and the inspector completed a learning walk of the premises used by the club.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- Parents provided written feedback on the service offered by the club.
- Evidence of staff suitability and qualifications including first-aid certificates were viewed by the inspector.

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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