

Inspection of Hi 5 Out of School Care

St. Michaels Catholic School, Daws Hill Lane, HIGH WYCOMBE, Buckinghamshire
HP11 1PW

Inspection date:

1 December 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

Breaches of the early years foundation stage requirements compromise children's safety and well-being. Children's safety is not fully assured because safeguarding practice is not good enough. Younger children wait for a long period of time with nothing to do while all the other children arrive and eat their snack. Children begin to get restless and are keen to move on to play. However, generally children are happy and confident. They talk freely to their peers and the adults present and are able to communicate their needs.

Children access a range of activities, however, these are severely limited by the lack of space available. They enjoy colouring, building with construction bricks and playing board games with their friends, as well as being outside. However, for a large proportion of the session all children are expected to be outside. They are not able to make choices about where they prefer to play. This does not meet the needs of all children. At times, staff engage in children's play, but a lot of the time they are just observing and supervising.

Children understand the routines of the setting, such as where to put their bags and the cone boundaries in the outdoor area. However, their good health is not supported effectively, as staff do not ensure they follow good hygiene practices.

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

- The provider has failed to share required information with Ofsted. This is an offence. She has not made relevant notifications related to a change in premises, details of the manager or a serious incident.
- The provider and manager have failed to ensure there is sufficient space available to play. Due to the building issues, there is very restricted space available for the club. This limits the ability for children to move around safely and easily. Additionally, it severely limits the activities and resources available to children and their ability to make independent choices.
- Staff's understanding of how to plan a range of interesting and stimulating activities that meet individual children's needs and interests is poor. They provide very basic and simple activities for children and the choice is very limited. Although some children are still keen to engage in these, staff generally just observe and supervise them. There is little engagement or involvement in their play.
- Hygiene practices in the setting are not effective to promote the good health of children and prevent the risk of cross contamination. At snack and teatime, all children put their hands in the same bowl to pick fruit, vegetables and biscuits. Additionally, staff do not ensure children wash their hands before tea, after they

have been sitting on the floor and playing outside.

- Staff deployment is ineffective. At times, staff are alone outside with a large group of children. They are unable to supervise all children adequately, especially with some being collected during this period. Additionally, at times staff are left alone inside while responsible for a large group of children and unable to meet their needs. This compromises children's safety and well-being.
- The setting is inclusive. All children are able to access the setting. The provider and manager work with parents and teachers to ensure they understand individual children's needs. Most children enjoy physical activities outside, for example skipping with ropes, playing football and balancing.
- Staff and children greet each other warmly and children are very polite. Children enjoy group games, such as guessing each other's drawings on the white board. They generally behave well and understand the rules and boundaries of the club. Children show pride in their achievements when they complete careful colouring and enjoy showing these to their friends and the adults.
- Staff complete a basic induction and some mandatory training to help them understand their roles and responsibilities. In spite of this, the provider and manager do not monitor staff's knowledge and understanding effectively or follow up on what they have learned. Consequently, they cannot be sure staff have the relevant skills to care for children effectively and keep them safe.

Safeguarding

The arrangements for safeguarding are not effective.

Children are not effectively safeguarded. The designated safeguarding leads have a poor knowledge and understanding of child protection and the local referral processes. As a result, they are not able to ensure staff have the required knowledge to keep children safe. Staff's safeguarding knowledge and understanding is weak. They do not understand the relevant local procedures for making a referral in relation to a concern about a child or how to escalate allegations. However, the provider and manager do follow effective safer recruitment procedures to ensure those working with children are suitable.

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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improve leaders' safeguarding knowledge and understanding, particularly in relation to the local safeguarding partner processes to follow when referrals for children and staff need to be made	23/12/2022
identify and address weaknesses in staff's safeguarding knowledge to ensure all staff have a thorough understanding of the provider's safeguarding policy and procedures for making referrals	23/12/2022
organise the indoor environment to ensure there is enough space for children to play and move freely and safely	23/12/2022
provide support, coaching and training for staff to enable them to plan a range of interesting and stimulating activities that meet individual children's needs and interests	23/12/2022
improve hygiene practices to promote the good health of children, especially at mealtimes	23/12/2022
improve the deployment of staff to make sure that children are appropriately supervised at all times to ensure the needs of all children are met.	23/12/2022

Setting details

Unique reference number	EY409354
Local authority	Buckinghamshire
Inspection number	10254510
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	20
Number of children on roll	88
Name of registered person	HI5 Out of School Club Ltd
Registered person unique reference number	RP910916
Telephone number	07775626520
Date of previous inspection	26 February 2019

Information about this early years setting

Hi 5 Out of School Care registered in 2010 and is located at St. Michaels Catholic School in High Wycombe, Buckinghamshire. The club is open each weekday from 7.30am to 8.30am and from 3.15pm to 6.30pm during term time. Also, from 8.30am to 5.30pm each weekday during the school holidays. The club employs seven staff, two of whom hold relevant qualifications.

Information about this inspection

Inspector
Clare Perry

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with 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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