

Inspection of Haydn Road After School Club (HOSCA)

Haydn Primary School, Haydn Road, Sherwood, Nottingham NG5 2JU

Inspection date:

23 February 2023

**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 manager and the staff do not have a good enough understanding of safeguarding. They lack knowledge of local safeguarding concerns, how to spot signs and the correct reporting procedures. The manager and staff do not understand what to do in the event of an allegation or concerns regarding the suitability of a member of staff. As a result, the safeguarding and welfare requirements are not being met. This potentially compromises children's safety.

Despite this, children happily arrive at the out-of-school club with an excited buzz of conversation. Staff set clear expectations that children know and understand. For example, as staff clap their hands, children respectfully stop their conversations to listen to what the staff say. Children follow instructions from staff well. For instance, when staff ask, they quickly put away their activities and books in readiness to take part in group time.

Staff promote children's confidence and sense of self. For example, staff plan group activities and encourage children to share a fun fact, participate in the show and tell or say something about their day. Children choose to contribute as they enthusiastically hold up their hands. Children communicate and listen to others with ease. They share a fun fact about humpback whales, eagerly show everyone their wobbly tooth, and tell the group about their friend's birthday party.

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

- The manager and staff do not have a secure understanding of the action to take in the event of an allegation against a member of staff. They are unclear of which agencies they should escalate their concerns to if they feel their initial concerns have not been actioned by the provider. This potentially compromises children's safety.
- The manager and staff do not have sufficient knowledge of the 'Prevent' duty guidance and associated responsibilities. For instance, the manager and some staff are unable to identify possible indicators that a child is being exposed to extremist views or radical ideas. As a result, staff are not alert to all potential risks to children.
- Older children know the routine well. On arrival, they hang up their coats and wash their hands. Staff are on hand to support younger children's understanding of this routine. For instance, they offer gentle reminders of which pegs to hang their coats on.
- Staff follow children's interests and encourage them to self-select activities. For example, children select small construction toys and craft activities and take turns on an age-appropriate computer game. This helps children to make

decisions and lead their own play.

- Children find out about the wider world around them. For example, staff invite parents and children to share items that reflect their own heritage. Staff plan cultural tasting days where children try new food and discover where in the world they are traditionally from.
- Staff implement a balanced food menu and cater for children's individual dietary needs. However, the organisation of mealtimes means that some children are left to sit for too long and become bored. This is because some children are left waiting for their meal while others have finished eating.
- Managers and staff carry out risk assessments to identify and minimise risks to children and staff. These are completed when going on planned outings and for the indoor and outdoor environments.
- Staff help children to take appropriate risks. For example, they encourage children to have a go as they climb on the large outdoor equipment and balance on beams and tyres. Children persevere and try again when they are not successful the first time. Staff acknowledge and praise children for their efforts and achievements.
- Overall, children behave well. However, some children find it difficult to take turns when on the computer. Nevertheless, staff put in place appropriate measures to help children to understand how to take turns and share.
- Staff communicate well with parents. For example, when parents collect children, staff share information on children's behaviour and well-being. Parents comment that they are happy with the care provided and that children enjoy attending.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff have gaps in their safeguarding knowledge. They do not have a clear understanding of the 'Prevent' duty and protecting children and families from local safeguarding concerns, such as county lines and extremism. In addition, the manager and staff are not clear about the process for dealing with allegations against staff and the role of the local authority designated officer. The manager is the club's designated safeguarding lead. This lack of knowledge means that she is unable to fulfil her role effectively. Despite this, staff deal with accidents promptly and take appropriate action in the treatment and recording of injuries. Staff implement safe food-handling practices to ensure the good health of children. The manager implements a safer recruitment process, including vetting 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:

	Due date
ensure the manager and staff have up-to-date knowledge of the 'Prevent' duty guidance, associated risks and how to identify and respond to local safeguarding concerns	23/03/2023
ensure the manager and staff understand the procedure to report allegations about a member of staff, including understanding the role of the local authority designated officer.	23/03/2023

Setting details

Unique reference number	254532
Local authority	Nottingham
Inspection number	10264612
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	40
Number of children on roll	198
Name of registered person	Haydn Road After School Club Committee
Registered person unique reference number	RP522192
Telephone number	0115 9857414
Date of previous inspection	21 June 2017

Information about this early years setting

Haydn Road After School Club (HOSCA) registered in 1994 and is located in Sherwood, Nottingham. The club employs seven members of childcare staff. Of these, two members of staff hold appropriate qualifications at level 3. The club opens Monday to Friday, all year round. During school term times, sessions are from 7.30am until 9am and 3.15pm until 6pm. During the holidays, the club is open from 7.30am until 6pm.

Information about this inspection

Inspector
Mel Walker

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 spoke with staff and children at appropriate times during the inspection.
- The inspector observed activities, indoors and outdoors, and the interactions between staff and children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications and their suitability to work with the children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023