

# Inspection of Phazers Out of School Club

Brayton Community Centre, Foxhill Lane, Brayton, North Yorkshire YO8 9EL

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Inspection date:

13 April 2023

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

**This  
inspection**

**Not met (enforcement)**

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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 welfare is not maintained due to some staff lacking knowledge of indicators associated with children being at risk of potential harm. While this is a reoccurring weakness, as is the lack of notification of the new manager, other aspects of practice have improved under this new manager. Children's safety in other areas is now more effectively protected due to the manager overseeing and supporting staff. This has helped staff to understand and implement the club's policies and procedures. For example, staff supervise children closely and review all areas where children play to ensure they remain safe and suitable.

Children are happy and behave well. They show confidence as they request what they would like to play. Staff sit with children, engaging in their chosen play experiences. At other times, staff observe children as they play, interacting when appropriate to create more engaging play opportunities. For example, children enjoy riding up and down on the wheeled scooter boards and bikes. Some children sit back and smile as they watch their friends racing each other. A staff member intervenes and provides further fun physical racing opportunities as she encourages them to run, hop and then jump. Younger children observe the skill of the older children hopping. This helps them to try and develop better control and coordination as they try to hop as fast as the older children.

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

- The provider has employed a new experienced manager, who is working closely with staff to make improvements. While improvements have been made in most areas, weaknesses remain with some staff's knowledge of a wide range of indicators of abuse. This does not help to maintain children's welfare.
- The provider has failed to notify Ofsted of the new manager. Previous weaknesses have been found with the notification of relevant information to Ofsted. This does not demonstrate the provider's commitment to ensuring requirements are met and improvements sustained.
- Despite these remaining weaknesses, other aspects of practice are more positive for children. The manager now works on site, overseeing staff practice and providing support. Records are now completed and used appropriately by staff, and the manager monitors these for accuracy.
- Children develop their social skills as they sit and chat to their peers. They interact and play cooperatively together regardless of age. They also hold conversations with staff as they play and interact together. Children are encouraged by staff to learn to share and take turns when playing computer games and board games.
- Children are confident in the care of staff. They talk to staff, requesting what

they would like to play with. Staff also provide children with opportunities to choose from the wide range of resources on offer, ensuring children remain entertained. For example, as staff set new resources up for the afternoon session, they ask whether children would like to play badminton. Children excitedly respond yes and enjoy playing this with a staff member.

- Staff sit and engage in children's chosen play experiences with them, when appropriate. This helps children to remain focused and engaged in play for longer periods of time. For example, staff help children to search through the brick box looking for play characters. Children enjoy chatting to staff about the different coloured hair and clothes they are dressing their characters in. Other children have fun finding all the superhero characters as they play imaginatively with them.
- Parents learn about how their children have been through daily discussions. Information on activities children have engaged in are shared on social media accounts. Parents confirm that their children like to attend the club.
- Staff work with school staff, sharing information to meet children's needs. Closer links are created for children with special educational needs and/or disabilities and for early years children. This then ensures children benefit from continuity of care and support for their ongoing learning in a fun environment.
- Children are supported to value themselves and to respect and value the uniqueness of others. Activities and discussions on a range of cultural events help children to develop an awareness of wider society.
- Children develop their creativity during art and craft activities. They have fun sticking and painting. They also play imaginatively with the dolls or when playing in the home corner.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is not protected. All staff have completed training on the 'Prevent' duty, but some of them have failed to understand and retain this information. While staff are aware of indicators associated with other types of abuse, they are unfamiliar with the potential signs associated with extremism and radicalisation. Even though staff have improved their knowledge in some areas, weaknesses remain, which does not protect children from potential harm. The new manager is the designated safeguarding lead, and she has a good understanding of child protection procedures. Staff have developed their understanding of the procedures to follow should they have a concern about a child. Children are safely escorted to and from school wearing high-visibility jackets. Staff take a first-aid kit and ensure children remain under their constant supervision during these walks.

## What does the setting need to do to improve?

**The provision is not meeting requirements and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure all staff develop an understanding of the 'Prevent' duty guidance so that they can recognise possible indicators of abuse associated with extremism and radicalisation.	08/05/2023

## Setting details

<b>Unique reference number</b>	2620477
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10264672
<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>	50
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Abbey Nurseries Ltd
<b>Registered person unique reference number</b>	RP521345
<b>Telephone number</b>	01757 705222
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Phazers Out of School Club registered in 2003 and then re-registered in 2020 due to change in legal entity. It is situated in the community centre in Brayton on the outskirts of Selby. The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The club opens during school term time from 7.30am until 9.15am and from 2.45pm until 6pm, Monday to Friday. During school holidays, sessions are from 7.30 am until 6pm.

## Information about this inspection

### Inspector

Melanie Arnold

## 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.
- Staff spoke with the inspector during the inspection.
- The inspector observed interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the club 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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