

# Inspection of Taxal & Fernilee Out of School Club

Taxal & Fernilee C of E School, Reddish Road, Whaley Bridge, High Peak,  
Derbyshire SK23 7DL

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Inspection date:

18 April 2023

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

**This  
inspection**

**Not met (with actions)**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision does not meet requirements**

The provider has not ensured that staff are aware of safeguarding procedures. Not all staff are aware of the safeguarding aspects they need to know about in order to keep children safe in their care, in particular, signs of female genital mutilation, county lines and knowledge of the 'Prevent' duty.

All children are welcomed in by staff. Overall, children settle well into their play and the routine is promoted by staff. Children understand the rules and know what is expected of them, for example not leaving the hall without asking an adult, and staying within sight of an adult in the outdoor area. Children confidently play independently, such as drawing silhouettes in the garden and playing an outdoor football game. Children join in with each other's play, choosing teams and enhancing friendships.

Children behave well and show they fully respect the staff team and others. Children enjoy being in the garden. They use lots of positive language and enjoy creating games together, such as hopscotch. The staff encourage questions that challenge the children to think, such as considering how else they could move around the hopscotch. This interaction from staff helps to support children to develop their problem-solving skills.

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

- Staff do not all have a secure and clear knowledge and understanding of how to keep children safe. They have a limited knowledge of the procedures to follow if they have a concern about a child or if an allegation is made against a colleague. Staff do not understand that all types of families and communities can be affected by radicalisation, county lines and female genital mutilation.
- Staff carry out risk assessments before the children arrive to make sure the hall and toilets are clean and free from any hazards. This helps to make sure that some risks to children are minimised. However, the identity of visitors to the club is not routinely checked before they are allowed into the club when children are present.
- Parents are happy about the service of the club. Many of the children have followed their siblings through the club. Parents state that children are always happy to attend and believe that the club offers a wide range of play opportunities
- Staff organise the space well to enable children to explore and investigate, which supports their physical health and well being. They use the school playground and all school resources, such as the football pitch and outdoor learning classroom.

- Staff ensure they are positive role models for the children and other adults, for example, by talking in an appropriate way to each other. Children generally behave well. They manage their own conflicts well and staff are at hand when children need further support to manage their feelings. Staff are supportive and sensitive when a child becomes upset and offers assistance if they are hurt.
- Staff provide a range of healthy snacks for children, which supports their well-being and independence. Children are competent in making their own healthy snack choices and tidy away when they have finished.
- The staff team have a positive relationship with each other and the manager, which supports their well-being. However, at times, staff supervision is not always provided on a regular basis and training and development is limited.
- The staff have a close relationship with the school teachers. However, the out-of-school club staff lack in partnership working with the teachers with regards to early years children's knowledge. For example, some of the staff are not aware of children's current development in the early years, so that they can take this into account when planning for sessions.
- Staff have well established relationships with all children, but children in the early years age range do not have a key person assigned to them. Nevertheless, children show that they have a positive relationship with the staff team by sharing their wants and needs with them and engaging staff in their play. For example, some children were enjoying a game of tag, running around the garden with staff.
- Children's speech and language development is generally supported well by staff. For example, staff are happy to engage in natural conversation with children outside when laying on the grass.
- Staff do not always carry out activities which involve play with younger children. The staff team engage well with older children, however, the younger early years children are left to seek play partners from other children.

## Safeguarding

The arrangements for safeguarding are not effective.

All staff do not have a secure knowledge and understanding of how to safeguard children. Staff can identify the possible signs and indicators that a child may be at risk of harm from abuse, such as neglect, but they do not understand the procedures for reporting concerns. Staff have strong misconceptions about some elements of safeguarding and the likelihood of them occurring in their local community or within the families that use their service. Their understanding of female genital mutilation, child exploitation and children being exposed to extreme views is limited because they do not prioritise this in light of their misconceptions. The recruitment procedures are robust and the suitability of staff is checked. Staff check the premises to ensure that they are safe and secure by locking all gates, however, they do not routinely check the identification of visitors to the club.

## 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:**

	<b>Due date</b>
ensure all staff have a secure knowledge and understand how to identify and respond to concerns about a child's welfare, including how to respond to allegations made against staff	04/05/2023
ensure that staff receive the support, coaching and training they need to support their practice, including providing regular supervisions	04/05/2023
ensure that all early years children have a key person in place to meet their individual development needs	04/05/2023
ensure that identification and security is checked before visitors enter the club	04/05/2023
ensure younger children have sufficient adult interaction.	04/05/2023

## Setting details

<b>Unique reference number</b>	206247
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10263467
<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>	30
<b>Number of children on roll</b>	221
<b>Name of registered person</b>	Taxal & Fernilee Out of School Club Committee
<b>Registered person unique reference number</b>	RP907299
<b>Telephone number</b>	0797 906 3283
<b>Date of previous inspection</b>	3 May 2017

## Information about this early years setting

Taxal & Fernilee Out of School Club registered in 2000 and is in Whaley Bridge, Derbyshire. The club employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or higher, including one staff member who holds a qualification at level 4. The club is open from 8am to 8.55am and from 3.20pm to 6.15pm, Monday to Thursday, during term time. On Friday, the club closes at 6pm. The club is open on specific days during school holidays.

## Information about this inspection

**Inspector**  
Rebecca Sigley

## Inspection activities

- This was the first routine inspection the out-of-school club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken into account in their evaluation of the provider.
- The manager gave the inspector a tour of the premises.
- Documents were presented, such as first-aid certificates and Disclosure and Barring Service checks.
- The inspector spoke to the manager, staff, parents and children at appropriate times during the inspection.
- The inspector and manager observed children during activities and followed it up with a discussion about leadership and management.

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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