

Inspection of 3rd Offerton

3rd Offerton Cubut, Half Moon Lane, Offerton, Stockport SK2 5LB

Inspection date:

16 November 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 setting is going through a period of significant change. The long-standing manager has recently left the setting. The new manager has not had enough time to gain an oversight of the inconsistencies in staff knowledge and practice. Staff do not receive regular supervision and support from leaders. As a result, they are not aware of their areas for improvement and have gaps in their knowledge. Young children are not assigned a key person to help them settle and become familiar with the routines and the setting. Although staff have positive relationships with parents, they do not discuss and share children's achievements and individual needs effectively with them. This does not support children's emotional well-being.

Staff promote positive behaviour, offering praise to children who help their peers. They talk to the children about any unwanted behaviour in an age-appropriate way and encourage them to reflect on their actions. Children are comfortable in their routine. They know when they arrive at the setting to put their belongings away and wash their hands ready for their snack. Children are supported by a member of staff as they confidently discuss the upcoming Children in Need event. They decorate their own Pudsey Bears using a range of materials, such as glue and collage pieces. Activities such as these help to develop children's small-muscle skills.

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

- Leaders do not offer enough support to staff at the setting. Staff do not have regular opportunities to develop their skills and knowledge. The lack of mentoring and coaching means staff are not able to evaluate their own practice.
- Children enjoy their time at the setting. They tell the inspector they 'like to play football'. Through their daily interactions, staff have built relationships with the children. However, leaders have failed to implement a key-person system for children in the early years age range. This means that the individual needs of each child are not supported effectively.
- Children are provided with a healthy snack when they arrive at the setting from school. They sit and talk to each other about how cucumber produces water and their favourite fruits from the selection on the table. Children wash their hands before eating their snack. However, staff are quick to intervene to carry out tasks for children that they are capable of doing for themselves. As a result, children's independence skills are not supported.
- Parents are complimentary of the setting and the staff. They say they feel happy knowing their children are cared for while they attend work. Parents comment how their children enjoy the setting and always ask to go. Staff share important messages with parents, such as about accidents at school. However, they do not

share enough information regarding younger children's experiences during their time at the setting. This does not support effective partnership with parents.

- Staff training is limited. Leaders have ensured that some staff have attended mandatory training, including safeguarding and first aid. However, leaders do not check that staff's knowledge is clear and remains up to date. Staff's understanding and knowledge of how to ensure children are kept safe are not secure.
- Staff organise the environment well to ensure that all children have access to resources and activities that interest them. Some children benefit from the relaxed area where they can read books. Other children show excitement as they use small-world figures to aid their play and imagination with peers.
- Leaders and staff carry out daily checks to ensure the premises are safe and suitable. Staff supervise children well. They deploy themselves effectively throughout the setting, positioning themselves to ensure they can always oversee children.
- New staff to the setting receive an induction that covers health and safety information and a general overview of the setting. However, staff do not receive safeguarding and child protection training as part of the induction process. This compromises their ability to keep children safe.

Safeguarding

The arrangements for safeguarding are not effective.

The weak leadership and management of the setting has resulted in poor safeguarding and child protection knowledge. Staff do not know to whom, or how, to report concerns. Leaders have not ensured that staff understand the roles and responsibilities of other professionals. As a result, staff are also unaware of how to manage any potential allegations against other staff. Additionally, they do not have sufficient knowledge to recognise any children who may be at risk of radicalisation. Staff ensure that the premises are secure, and they keep the main door locked. Parents ring the bell to gain entry to the setting. This ensures that no unauthorised person can gain access.

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 that every child within the early years age range is assigned a key person to help them settle in and to build relationships with parents, ensuring that information is shared effectively	08/12/2023

implement supervisions to provide support, training and coaching for every member of staff	08/12/2023
ensure that staff understand how to implement the setting's safeguarding policies with regard to managing allegations and understand the roles of other professionals, such as the local authority designated officer	08/12/2023
provide staff with training on the 'Prevent' duty to improve their understanding of radicalisation and the reporting procedures	08/12/2023
ensure that new staff receive safeguarding and child protection training as part of their induction process.	08/12/2023

Setting details

Unique reference number	EY454672
Local authority	Stockport
Inspection number	10301435
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	5 to 11
Total number of places	40
Number of children on roll	64
Name of registered person	Offerton Childcare Limited
Registered person unique reference number	RP909316
Telephone number	07769293757
Date of previous inspection	12 January 2018

Information about this early years setting

3rd Offerton registered in 2012 and is in the Stockport area of Manchester. The club employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3. The club is open Monday to Friday, from 7.30am to 9am and 3pm to 6pm, during term time, and 7.45am to 6pm during the school holidays.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- The inspector reviewed documentation, including evidence of the suitability of staff and paediatric first-aid certificates.
- The inspector observed children's interactions with staff and monitored their engagement in a range of indoor and outdoor play activities.
- Children spoke to the inspector about what they enjoy doing at the setting.
- The inspector spoke with parents and took into account parents' written views.
- Staff spoke with the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.

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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