

# Inspection of 115 Club Ringwood

Ringwood County Junior School, Hightown Road, Ringwood, Hampshire BH24 1NH

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Inspection date:

11 December 2023

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

**This  
inspection**

**Not met (with actions)**

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Previous  
inspection

Not Met (with actions)

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

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

Leaders and managers do not adequately monitor the effectiveness of staff practice. Staff do not receive appropriate supervisions, which is a breach of the requirements. This lack of monitoring and supervision means that managers do not ensure that a consistent level of training, support and coaching is in place for staff to be effective in their roles.

Children are collected from school by the friendly and caring staff. As they walk from school to the setting, they enthusiastically talk about their day, and staff listen with delight. Staff support children to settle quickly when they arrive at the setting. Children know the routine well and follow it confidently. For example, they independently help themselves to snack when they arrive and know to tidy up when they have finished. Staff motivate children to join in and exercise in the fresh air. For instance, they happily take part in active games, such as football. This supports children's health and well-being.

Staff support the children to take turns and remind them to follow the setting's rules. For example, they are reminded not to run indoors. Children enjoy one another's company and are kind and sensitive to each other. For instance, older children help the younger children when drawing. They spend long periods of time creating their pictures together. This helps children to build on their personal, social and emotional skills and learn how to behave well.

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

- Leaders ensure that new staff have detailed inductions when they start. However, while there are procedures for staff supervision and professional development, these are not being followed. Although staff feel their well-being is supported, they do not receive appropriate supervision, coaching or mentoring. This affects how well leaders identify and address weaknesses in staff knowledge or practice, to ensure they consistently meet requirements and provide quality childcare that continually improves.
- Since the last inspection, a new manager has started. The manager is passionate about providing an inviting space where children enjoy coming and have fun with their friends. They evaluate the setting by seeking the views of the children. This helps them to identify areas to develop.
- Staff communicate well each day with schools about the children and have good working relationships. There are effective procedures in place for collecting the children from school. For example, staff complete a register and conduct regular head counts as they walk back to the setting. Staff use the walk as a learning opportunity for the children. For instance, they talk to the children about road

safety, including risk assessing when it is safe to cross the road. This supports children to learn how to keep themselves safe.

- Staff have clear expectations for children's behaviour. They discuss the setting's values and rules, which have been put in place with the children. For example, the children know they must put on high-visibility jackets when they are collected from school and go out on the field. Staff support children of all ages to take part in activities together and to form strong friendships. For instance, they encourage and give the younger children resources to build a den. Older children enjoy making jewellery with their friends. They are reminded to share resources and work together. For example, children are supported to share the torches and enjoy making shadows with their hands in the den.
- Parents speak positively about the setting. They feel that their children are well cared for and very happy to attend. Parents are complimentary about the staff and share how welcoming and supportive they are. They feel that staff are very good at sharing and passing on information to the school.
- Children have effective inductions to help them to settle when they first start at the setting. The children shared that they love the setting. They talk confidently about their favourite activities and say that the staff are 'fun'. Staff seek and value the views of the children. For instance, they talk to the children each day about what they would like to do and let them choose the activities. This supports children in understanding that their opinions matter and are valued.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, all staff have attended safeguarding training, and the safeguarding policy has been revised. This has enabled staff to develop their knowledge and understanding of how to keep children safe. The new manager has a secure understanding of her role as the designated safeguarding lead. The manager and staff are aware of the processes to follow in the event of an allegation against a member of staff. They understand the signs and symptoms of abuse and procedures to follow if they are concerned about a child's welfare. Recruitment procedures are effective to ensure that staff are suitable for their roles. Staff are well deployed to make sure that children are supervised at all times.

## 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>
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ensure all staff receive effective supervision and coaching, to identify training needs and help them to fulfil their roles and responsibilities.	12/01/2024
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## Setting details

<b>Unique reference number</b>	EY440000
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10279378
<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>	90
<b>Name of registered person</b>	115 Childcare Services Ltd
<b>Registered person unique reference number</b>	RP531264
<b>Telephone number</b>	07732129842
<b>Date of previous inspection</b>	30 January 2023

## Information about this early years setting

The 115 Club Ringwood registered in 2011. It is one of several settings run by the same provider. It operates from a sports pavilion adjacent to Ringwood Junior School, in Ringwood, Hampshire. The setting runs a breakfast club from 7.30am to 9am and an after-school club from 3pm to 5.45pm. The setting is open Monday to Friday, during term time. There are six members of staff working with the children. Of these, four staff hold relevant qualifications at levels 2 and 3.

## Information about this inspection

### Inspector

Nicole Atkinson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and general manager provided the inspector with a sample of key documentation on request.

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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