

Inspection of Isis Out of School Club

The Vyne School, Vyne Road, Basingstoke RG21 5PB

Inspection date:

10 January 2023

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

**This
inspection**

Not met (with actions)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Safeguarding and welfare requirements are not met. Although leaders strive for high-quality care, they have not ensured that all staff have a sufficiently secure knowledge of safeguarding matters. In addition, the staff supervision systems currently in place are not effective. Staff do not receive enough support and guidance, resulting in inconsistencies in the quality of care.

Overall, children are happy and enjoy exploring the activities on offer. For example, children excitedly play charades with friends. They laugh and giggle at their actions and enjoy playing this together for some time. Although staff plan a range of activities that older children enjoy, they do not always consider how to include the younger children. For example, staff do not recognise that, at circle time, younger children lose interest quickly and sit looking bored for periods of time. This does not meet all children's needs effectively.

Children make lovely friendships and happily play together on joint projects. For example, some children excitedly pretend to be kittens and enjoy looking after their 'cats', while others build amazing constructions of 'army camps' and teach each other new ideas.

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

- Leaders do not have effective arrangements to ensure that all safeguarding and welfare requirements are met. They do not supervise staff well enough to identify gaps in their skills and knowledge. This particularly applies to newly recruited staff. For example, while experienced members of the staff team manage children's behaviour well, newer staff are less confident. In addition, some staff do not recognise when individual children need help to engage in activities. This results in some children's needs not being met effectively.
- Staff offer lovely opportunities to celebrate children's achievements and make them feel valued. For example, at snack time, leaders select a 'walker of the day' and children receive a medal to celebrate this. Staff repeat the expectations for achieving this award, such as walking sensibly with their partners from school. Children are proud of their achievements.
- Experienced staff support children with special educational needs and/or disabilities (SEND) well. They are knowledgeable about interventions that support individual children in their play. For example, staff use pictures to help children understand what comes next in the routine. As a result, children with SEND have a wonderful time at the after-school club and enjoy the wide range of activities on offer.
- Some staff and leaders encourage children to develop good independence skills.

For example, children excitedly choose what they would like to do that day and independently choose toys from the cupboard. This helps to promote their independence.

- The most experienced staff skilfully promote children's confidence and help them to develop good social skills. For example, children proudly tell visitors about their experiences at the after-school club. At snack time, they have hilarious conversations about their day. Children are very curious and love to join in with new experiences. For example, they enjoy playing 'Chinese whispers' and laughing loudly at the words they think they hear.
- Staff and leaders have strong partnerships with parents. Parents are eager to share their views about the after-school club and say that the staff are friendly and approachable. They appreciate the regular verbal updates they receive about their child's day and the information they receive by email. Parents say that staff are 'great' passing on any messages from school to home daily. This helps to ensure that children have a continuity of care.

Safeguarding

The arrangements for safeguarding are not effective.

Due to the weaknesses in leadership and management, and staff's lack of knowledge of safeguarding issues, safeguarding is weak. For example, some staff do not know how to spot signs and symptoms of issues such as radicalisation. In addition, they do not know how to report concerns they may have over children's welfare, or where to take a report if they feel their concerns are not taken seriously by the designated persons. This does not adequately ensure children's safety and well-being. Despite this, staff know how to manage accidents and have robust first-aid arrangements in place.

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 all staff have an in-depth knowledge of safeguarding issues, including knowing how to report concerns about the welfare of any child	03/02/2023
ensure that staff receive the supervision and guidance they need to fully understand and carry out their roles in supporting children's behaviour and engagement in activities.	03/02/2023

Setting details

Unique reference number	2618247
Local authority	Hampshire
Inspection number	10265109
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	56
Name of registered person	Isis Out of School Club Partnership
Registered person unique reference number	RP533310
Telephone number	07516828567
Date of previous inspection	Not applicable

Information about this early years setting

Isis Out of School Club registered in 2020 and is situated in Basingstoke, Hampshire. The club opens Monday to Friday, term time only. Sessions are from 8.15am to 9am, and then from 3pm to 6pm. The club employs six members of childcare staff. Of these, two hold an appropriate qualification at level 3 or above.

Information about this inspection

Inspector

Mandy Cooper

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.
- Children told the inspector about their friends and what they like to do when they are at the after-school club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the after-school club.

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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