

Inspection of Premier Sport Wraparound Abbey Hey Primary Academy

Abbey Hey Primary Academy, Abbey Hey Lane, Manchester M18 8RR

Inspection date:

12 September 2025

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

**This
inspection**

Not met (enforcement)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Leaders and managers do not make sure that statutory requirements are met effectively to ensure the safety and well-being of children. New staff members work at the setting unsupervised before receiving any references back to confirm they are suitable. Furthermore, staff do not have secure enough child protection knowledge. This does not promote children's safety.

Staff plan some activities for children. For instance, children enjoy playing football and engaging in gymnastics. They also have opportunities to participate in colouring and explore construction toys. However, the resources on offer are limited and lack excitement and challenge. Despite this, children generally engage well and are content at the club. Overall, staff support children to understand appropriate boundaries. Consequently, children play cooperatively with each other and behave well.

Staff do not deploy themselves effectively when children use the toilets. This means that young children are often out of sight and sound without the support of an adult. Children are provided with a snack and light meal during their time at the club. However, the food provided does not give children much choice and does not contribute to a healthy diet. Furthermore, children run around and play football as they eat. This does not promote safe eating routines.

Overall, the organisation of the after-school club is not effective. Although leaders have regular meetings with staff, they do not take swift enough action to ensure issues are addressed. Furthermore, essential documents are not easily accessible. This affects the overall running of the club.

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

- The provider does not reflect well enough on the quality of the provision. They do not identify and address weaknesses or take prompt action to meet statutory requirements. This impacts on the effective running of the provision.
- Leaders and staff do not demonstrate sufficient knowledge about safeguarding procedures. Some staff are unaware of the correct procedures to follow if they need to raise a concern about children's well-being. Furthermore, they do not have appropriate knowledge of the correct procedures to follow if there is an allegation against a member of staff. In addition, there is not an effective policy for the use of mobile phones in place. For instance, staff use their own mobile phones at the club and safety measures are not embedded to promote the safety and well-being of children.
- Recruitment and vetting procedures are ineffective. Although staff have

Disclosure and Barring Service checks completed, some new staff are allowed to start working unsupervised with children before any references are completed. This does not provide assurance that staff are suitable.

- Leaders arrange supervision meetings with staff. However, these are ineffective in raising the quality of the provision. For example, leaders do not identify gaps in staff's knowledge and provide them with effective support and coaching to build their confidence and skills. This impacts on children's daily experiences.
- Children have restricted opportunities to make healthy food choices. For instance, they have biscuits for a snack and chocolate spread sandwiches for tea at the club. Furthermore, children do not have fresh water readily available. They also eat while moving around the playground. This arrangement does not promote safe eating or help children to learn about keeping themselves healthy.
- Leaders do not ensure that staff keep children within sight and/or hearing at all times as required. For instance, younger children often go to the toilet unaccompanied, which is away from the main hall down a long corridor. Furthermore, on occasion older children are asked to accompany younger children to support them. This arrangement does not prioritise children's safety.
- Leaders do not ensure that required documents are easily available. For instance, children's registration forms with key information and policies and procedures are not readily accessible. This does not promote children's welfare.
- The resources and experiences available are insufficient. Children have limited choices and express they would like a wider range of activities to engage in. Despite this, they also state that they enjoy attending and like the staff and being with their friends.
- Staff treat children with respect and it is evident they have a good bond. Children show they are comfortable, generally behave well and are polite.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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:

	Due date
ensure safeguarding policies include how mobile phones are used in the setting	03/10/2025

improve recruitment and vetting procedures to ensure all staff have appropriate reference checks carried out prior to starting their role	03/10/2025
ensure all staff have a secure understanding of safeguarding matters, including how to identify and refer potential concerns and the procedures to follow in the event of an allegation	03/10/2025
put in place effective arrangements for the supervision of staff to ensure a culture of mutual support and continuous improvement	03/10/2025
ensure children are provided with healthy and nutritious snacks and that fresh drinking water is available and accessible	03/10/2025
improve mealtime arrangements and ensure children are seated while eating to maximise their safety	03/10/2025
ensure children are adequately supervised and always within sight and/or hearing of staff	03/10/2025
ensure required documentation is readily available for the safe operation of the setting.	03/10/2025

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the programme of activities available for children to give them more choice and further support their engagement and enjoyment at the setting.	03/10/2025

Setting details

Unique reference number	2780482
Local authority	Manchester
Inspection number	10415523
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 10
Total number of places	24
Number of children on roll	24
Name of registered person	LMP Sports Consultants Limited
Registered person unique reference number	RP902242
Telephone number	07788204564
Date of previous inspection	Not applicable

Information about this early years setting

Premier Sport Wraparound Abbey Hey Primary Academy registered in 2024 and is located in Gorton, Greater Manchester. The club operates from Abbey Hey Primary School. The club operates from 8am to 8.30am and 3.15pm to 6pm, term time only. The club employs two members of staff.

Information about this inspection

Inspector

Amy Wilkinson

Inspection activities

- The inspection was prioritised following Ofsted's risk assessment process.
- The inspector spoke to staff, children and parents and considered their views.
- A number of observations were carried out by the inspector to assess the quality of the provision.
- A leadership discussion was held with the provider and after-school club leader.

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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