

# Four Oaks School Before and After Care Scheme (FOSBACS)

Inspection report for early years provision

---

<b>Unique reference number</b>	229112
<b>Inspection date</b>	04/02/2011
<b>Inspector</b>	Sally Smith
<b>Setting address</b>	Four Oaks Primary School, Edge Hill Road, Sutton Coldfield, West Midlands, B74 4PA
<b>Telephone number</b>	07967 527 562
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

FOSBACS was registered in 1993. The group primarily serves the school. It operates from the Acorn Suite on the school site. FOSBACS is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 7.30am to 9am and 3.20pm to 6pm. Children are able to attend for a variety of sessions. A maximum of 80 children may attend the setting at any one time. There are currently 12 children attending in the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The setting employs 12 members of staff, eight of whom hold a recognised early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a warm, welcoming environment for children after their day at school. Staff are friendly and approachable and they place great emphasis on meeting children's personal, social and emotional development. This results in children feeling relaxed, comfortable and happily engaged in their play. Staff work very hard to establish positive partnerships with parents so that information is regularly shared in order to fully support children. Close links are established with other professionals within school to ensure that the needs of all children are met. Staff are in the process of completing a detailed written self-evaluation. They are beginning to reflect on their practice in order to identify and prioritise areas for improvement and are identifying additional ways in which parents can contribute to this process.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information is obtained about who has legal responsibility for the child (Safeguarding and promoting children's welfare). 07/04/2011

To further improve the early years provision the registered person should:

- develop evaluation systems further to increase opportunities for parental contributions so that the quality of children's learning, development and care

continues to improve.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a clear understanding of safeguarding procedures and the signs and symptoms of abuse. They are aware of their responsibility to report any concerns to the relevant agencies so that children are protected from harm. Robust vetting procedures are in place to ensure that children are cared for by suitable adults. A range of policies and procedures underpin the good practice in evidence and are implemented effectively by staff. Most of the necessary consents are in place to ensure children are safe and well cared for. However, the setting has not obtained information as to whom has legal responsibility for children in their care. Regular evacuation drills are practised and a robust risk assessment in place so that hazards to children are minimised. Space is utilised well, with a wide range of resources and equipment being easily accessible for all children.

Relationships with children's parents, carers and family members are friendly and they are made to feel welcome. They have access to the setting's policies and procedures and a notice board imparts further information. They share information with their child's key person so that all areas of their child's care and learning is supported. Staff are receptive to suggestions from parents to improve practice. This is achieved through regular discussions and questionnaires, although staff are keen to enhance this further by enabling parents to contribute to the setting's self-evaluation process.

Leadership and management is good and there is a constant drive to improve all aspects of the provision. Staff work well together and this provides cohesion and a shared sense of purpose. They regularly discuss ways of improving their practice and the environment in which children play and learn. They contribute towards the self-evaluation process which is currently being completed and are also working towards a Quality Assurance scheme 'Quality Together'. Staff are keen to attend any training that will enhance their individual skills and improve outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Children are provided with a calm yet stimulating environment where they enjoy themselves and are helped to achieve. Space is very well organised to provide a wealth of play opportunities for children. They have good opportunities to take responsibility in the setting and make decisions about their play as resources are easily accessible. There is also a suggestion box for children so that their ideas can be included in planning. Staff encourage games and activities where children can interact, negotiate, share and take turns. Children express and communicate their

ideas in various ways, through imaginative and role play, designing and making. Children play with the dolls house and all contribute their ideas towards the direction in which play should go. As the dolls eat their tea, children relate this to their own experiences. One child says 'I like pizza for tea' whilst another says 'well I had Chinese last night'.

Children within the Early Years Foundation Stage are allocated a key person who knows them well. They liaise with teachers in school and establish their key children's likes and preferences so that play and learning is fully supported. Resources reflect cultural diversity and disability and there is an appropriate commitment to promoting equal opportunities within the setting. Children partake in various cultural festivals and celebrations such as Chinese New Year. They proudly demonstrate their newfound knowledge by saying 'Kung Hei Fat Choy'.

Children demonstrate a clear recognition of following good personal hygiene through the established and well-practised routines. They wash their hands before snack and can help themselves to tissues if required. Children are provided with healthy snacks and sit together to eat these. In addition, a bowl of fresh fruit is available throughout the session and children are encouraged to help themselves at any time. Children regularly play outside enabling them to have plenty of fresh air and burn off excess energy after school. Children are aware of rules and boundaries within the setting in order to keep them safe, such as not running whilst indoors. These boundaries are regularly reinforced by staff to ensure that children show a caring attitude towards each other, behave well and are courteous and polite. For example, a member of staff reminds a child after he has finished his snack that it is polite to ask before leaving the table.

Staff form warm, caring attachments with children, joining in their games and dialogue. Children are confident to approach staff should the need arise. FOSBACS nurtures happy children where they are encouraged to develop in all areas of their learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met