

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

Four Oaks Primary School, Edge Hill Road, Sutton Coldfield, West Midlands, B74 4PA

<b>Inspection date</b>	23/10/2013
Previous inspection date	04/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	<b>2</b>
How well the early years provision meets the needs of the range of children who attend		<b>3</b>
The contribution of the early years provision to the well-being of children		<b>3</b>
The effectiveness of the leadership and management of the early years provision		<b>3</b>

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are provided with a range of age-appropriate toys and resources. This means that they are appropriately supported to make sound progress in their learning and development.
- Staff provide clear guidance about what is acceptable behaviour. They are positive role models and as a result, children are happy and secure in their care.
- Staff exchange information with parents in writing and verbally on a daily basis and pass on any messages from school if necessary. This ensures they are informed of their child's daily activities and progress.

### It is not yet good because

- Children are not always provided with healthy and nutritious snacks to promote healthy eating. They are not consistently encouraged to wash their hands at appropriate times, in order to raise their awareness of good hygiene practices.
- There is room to improve opportunities to enable children to make choices about their play from the range of toys and resources available.
- Self-evaluation is not always used effectively to help to identify strengths and weaknesses or set challenging targets for improvement to the setting.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector held discussions with the manager, deputy manager and staff and chatted with children during their activities.
- The inspector conducted a tour of the indoor and outside of the premises and viewed the equipment and resources available for children.
- The inspector looked at a selection of policies, procedures and children's and staff records.
- The inspector took account of the views of parents spoken to on the day of inspection.

## **Inspector**

Karen Cooper

## **Full Report**

### **Information about the setting**

Four Oaks School Before and After Care Scheme (FOSBACS) was registered in 1993. The setting operates from the Acorn Suite, which is situated within the grounds of Four Oaks Primary School in Sutton Coldfield. Children also have access to the school hall, playground and fields. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It serves the families and children of the host school. There is an 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. There are currently 120 children on roll aged between four and 11 years, of these, 28 are in the early years age group.

The setting employs 12 members of staff. Of these, five staff hold a level 3 early years or playwork qualification, one member of staff holds a level 2 and two new members of staff are in the process of working towards a recognised qualification.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that snacks provided for children are healthy balanced and nutritious to encourage healthy eating.

#### **To further improve the quality of the early years provision the provider should:**

- improve daily routines to ensure children become aware of the importance of their own hygiene and personal needs, so they understand about health and hygiene
- create more opportunities for children to develop their independence by enabling them to make choices about their play, for example, creating a toy audit or picture catalogue for children to choose from
- develop systems in evaluating the impact of the provision on children's learning, development and care, so that it continues to improve.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children happily enter the setting and are familiar with the routine. They cheerfully sit chatting with staff and their friends after a day at school. Staff ask them thought provoking questions to make them think, such as, 'tell me about your day' and listens with interest to what they have to say. This helps to extend children's communication and language skills. Staff demonstrate an appropriate knowledge of the learning and development requirements. They carry out observations as children play and plan a suitable range of activities to promote children's play experiences. They evaluate the planning of activities and children's development. As result, children make sound progress and are acquiring the necessary skills for the next steps in their learning. Children are provided with a range of age-appropriate toys and resources and staff ensure that some are readily available as children arrive at the setting. However, most toys and resources are not easily accessible because they are in stored in cupboards or drawers. Therefore, this inhibits the choices children can make during their play.

Children have fun colouring and drawing pictures and paint pumpkin faces ready for Halloween. They enthusiastically talk about what they are going to do at the end of term Halloween Party and have fun sharing their ideas. This supports their creatively and enables children to use their imagination and express themselves. Children enjoy involving staff in their play and particularly relish in the attention received as they participate in a range of board games. For example, staff encourage younger children to guess the colour and number of pegs that they are hiding and in what sequence. This supports children's simple problem solving skills.

Staff ensure that children are provided with opportunities to join in physical play. For example, children have fun participating in organised activities, such as, throwing, catching and kicking games. These opportunities encourage children to play with one another, to share and to take turns. Staff praise children for their efforts. This helps them to feel valued and develop their personal, social and emotional development. Staff teach children to consider and value each other's differences. For example, they join in range of craft activities which acknowledge cultural differences, such as, Diwali, Eid and Chinese New Year. This helps to raise children's awareness of diversity and the world that they live in.

Children have access a variety of books and enjoy sharing the experience with their peers. They talk about the pictures and re-enact familiar stories. This supports their literacy skills. Staff encourage younger children to label their own work and practise their writing skills in a variety of ways, such as, drawing, painting and chalking. Older children are provided with opportunities to complete school homework. This supports their learning.

Staff ensure that children have fun and learn through play. They share information with parents about their children's activities both verbally and in writing. Children's learning records are available for parents to view. This enables them to support their children's learning at home.

### **The contribution of the early years provision to the well-being of children**

Children have developed positive relationships with their key person and with other staff and their peers. As a result, they eagerly enter the setting. Staff request parents to complete an 'All about me' form during registration to enable them to meet their children's needs. This ensures children settle quickly and the move from school to the setting is as smooth as possible for each child. Staff teach children right from wrong and provide explanations to ensure that they understand what is acceptable and is not acceptable behaviour. As a result, children are happy in their care. Staff praise and encourage children, such as when older children offer help to the younger children and help to tidy up. They are provided with stickers for their efforts and achievements. This promotes their self-esteem and helps them to feel a sense of belonging.

Staff are deployed effectively to ensure ratios are met. They organise young children into small groups with key persons. This promotes consistency and enables staff to build positive relationships with individual children. As a result, children feel secure. Children are familiar with the daily routine and snack time is a relaxed, social occasion when children and staff sit together to eat their food and enjoy each other's company. However, children are not always provided with nutritious snacks, in order to promote their understanding of healthy eating and good health. Most children are able to manage their own personal needs, although, staff are not consistent at encouraging them to wash their hands before eating to support their understanding of good hygiene practices. Fresh juice and water is available and staff are aware of any children with dietary requirements or allergies to specific foods and ensures these are met.

Staff teach children about staying safe through daily routines and discussions. For example, they learn about fire safety and staff practise the evacuation procedure to ensure that they know what to do in the event of an emergency. Children are helped to understand how exercise helps them to stay fit. They benefit from opportunities to play outdoors or indoors where they get plenty of robust physical exercise. These opportunities enable children to socialise with their peers and have fun.

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

Children are safeguarded because staff have an appropriate understanding of child protection issues and of the procedures to follow in the event of a concern about a child in their care. Staff have obtained the necessary information to protect children's welfare, including who has legal parental responsibility and information is stored appropriately to ensure confidentiality is maintained. Effective vetting and recruitment systems ensure that staff are suitable to work with children. Staff carry out daily safety checks on the premises to make sure hazards to children are minimised. Access to the premises is monitored and all visitors are requested to sign in and out to ensure children's safety is protected. Effective procedures are in place to ensure children are safe when outdoors. The use of walkie talkies means that staff can act swiftly in the case of an accident or emergency and ensures children are appropriately supervised.

Staff demonstrate an appropriate understanding of the welfare, learning and development requirements. As result, they have addressed the areas for improvement made at the last inspection, which has helped to improve the quality of care and learning for children. The management team oversees the monitoring of the programme of activities and staff have regular supervision and appraisal meetings to discuss their training needs. They work effectively together and have begun to evaluate their practice. However, self-evaluation is not fully embedded and therefore, is not entirely effective in identifying all strengths and areas for improvement to ensure continued and systematic progress in the future.

Staff encourage a two-way flow of information and shares information daily with parents about their children's activities. Parents have access to a range of written policies and procedures and further information, which is posted on the noticeboard. This ensures that parents are informed of the care and learning provided. Parents state how happy their children are to attend the setting and other comments include how caring and friendly staff are. Staff recognise the importance of working in partnership with other early years professionals. They have established links with the host school that children also attend and ensure any messages are passed onto parents, in order to ensure continuity and consistency in children's care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	229112
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	871422
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Four Oaks Schools Before and After Care Scheme Committee
<b>Date of previous inspection</b>	04/02/2011
<b>Telephone number</b>	07967 527 562

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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