

Inspection of Four Oaks School Before and After Care Scheme (FOSBACS)

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

Inspection date:

19 December 2019

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

As children arrive at the club there is a buzz of excitement. All children are happy, confident and eager to mix with their friends. Children are independent and clearly know the routine. They come in, hang their coats and bags up, and make choices about what they want to play with or whether they want to sit and have snack. Children self-select from a range of resources and enjoy group games with their friends. Staff know the children extremely well and they support their individual needs effectively. The interactions between staff and children are wonderful to see. All children are truly valued. Staff engage in meaningful conversations and listen intently to them as they speak with confidence and excitement about their school day. Staff recognise when children may need some extra encouragement to join in, and their ongoing support helps children to grow in confidence. Children engage in an excellent range of activities that capture their interests. They concentrate on a task until they complete it. For example, children spend time carefully creating winter pictures with a range of media and materials. They spend time drawing and writing, and chat away to their friends and staff about what they are doing. Children behave extremely well and are kind, caring and considerate. Children of all ages mix well together. Older children invite younger children into their games and help them to join in. Children develop their physical skills as they use a range of equipment in the school hall. They develop team-building skills and negotiate space as they play a range of ball games. Children have so much fun that they are reluctant to go home when the time comes.

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

- The manager leads a dedicated, strong staff team. She has a good overview of the club and works closely with the deputy manager. They both ensure that it is organised effectively to meet the needs of the children. Parents, children and school staff are involved in the club's self-evaluation. The manager proactively compiles an analysis of the feedback and uses it to make changes to enhance the experiences offered to children. For example, she has introduced fruit at breakfast to offer more healthy choices. Since the previous inspection, the club, in partnership with the school, has improved the outdoor facilities. Staff deployment has been reviewed to allow children more free access to the outdoors, weather permitting. This has improved the experiences that children receive.
- Staff benefit from regular staff and supervision meetings. They say how well supported they feel and that their well-being is always considered. Staff complete mandatory training in line with requirements. However, there is scope to focus staff performance management more rigorously on identifying where staff can develop their knowledge and skills further, to enhance their practice to

the highest level.

- Partnerships with the school and parents are strong. Communication is key and there is a regular exchange of information between the club, parents and school. The manager and deputy manager benefit from support provided by the school leadership team. They attend regular network meetings to discuss any safeguarding matters. Parents' comments are overwhelmingly positive. They are extremely happy with the provision offered and say, 'The club is second to none in regard to the care and play experiences they offer' and, 'Every child's individual needs are always thoughtfully met'. Parents are fully aware of who their child's key person is. They share detailed information when children first start, to help them to settle quickly.
- Staff act as positive role models. They involve children in making the club rules and all children fully understand expectations and boundaries. Children are polite and well mannered. They are confident to resolve their own conflicts and play fairly and happily with their friends. All children show great respect to their friends, staff and visitors.
- All staff are committed to offering children a rich set of experiences that help them to build on their understanding of the world around them. Staff plan creative activities and talk to children freely about celebrations, festivals and differences in people and communities beyond their own. Children are self-assured and thoroughly enjoy the time they spend with staff. They show that they feel safe and secure, and they confidently talk to staff if they have any worries or concerns.
- The key-person system is very effective. Children build strong relationships with their key person, who takes the time to get to know them well. Key staff observe children and identify how they can plan activities that will capture their interest. Staff use their observations to identify if there are any concerns about children's well-being. They liaise with school staff as needed, to ensure that there is a consistent approach to supporting children and meeting their individual needs. Staff spend time helping children with homework, for example spellings that they may be struggling with. They know the children's levels of development and challenge them through play. The experiences that children receive in the club truly complement and help to build on and consolidate the learning that takes place in school.
- Children are provided with healthy snacks and meals. They show a good understanding of managing their self-care and demonstrate good hygiene practices. They independently use the toilet and wash their hands before sitting and eating.

Safeguarding

The arrangements for safeguarding are effective.

There are meticulous procedures in place to ensure the effective organisation of this very busy club. All staff ensure that children are kept safe. The premises are secure and there are rigorous collection procedures to ensure that no children are able to leave the premises unsupervised. All staff have a suitable understanding of

the procedures to follow if they are concerned about a child in their care. They attend regular training and are alert to the possible signs of abuse. The manager monitors attendance and ensures that detailed records are maintained for any concerns, no matter how small. This helps those responsible for safeguarding to identify any emerging concerns and recognise when to take appropriate action.

Setting details

Unique reference number	229112
Local authority	Birmingham
Inspection number	10072630
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	4 to 11
Total number of places	80
Number of children on roll	129
Name of registered person	Four Oaks Schools Before and After Care Scheme Committee
Registered person unique reference number	RP907235
Telephone number	07967 527 562
Date of previous inspection	12 July 2016

Information about this early years setting

Four Oaks School Before and After Care Scheme (FOSBACS) registered in 1993. The setting opens Monday to Friday during term time. Sessions are from 7.30am to 9am and 3.20pm to 6pm. The setting employs 13 members of staff. Of these, nine hold a level 3 qualification and two hold a level 2 qualification.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- The inspector was accompanied by an additional inspector who was completing a shadow visit.
- The inspector had a tour of the premises and discussed the security measures and risk assessments.
- The inspector observed the quality of play experiences and interactions from staff. She evaluated the impact on children's engagement and behaviours.
- The inspector spoke to staff, children and parents throughout the inspection.
- The inspector held a management meeting with the manager and deputy manager. They discussed the recruitment and induction of staff, the arrangements for supervision and the club's evaluation. The inspector viewed evidence of staff suitability and training.

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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