

Inspection of Barnt Green Pirates Out Of School And Holiday Club

St. Andrews C Of E First School, Hewell Road, Barnt Green, Birmingham,
Worcestershire B45 8NG

Inspection date:

12 January 2022

**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

Due to weaknesses within the leadership and management arrangements and the manager and staff's safeguarding knowledge, children are not fully protected from harm. Furthermore, there are breaches of legal requirements relating to risk assessment, specifically with regard to security of the outside area and supervision of the children using the bathrooms. This means children's safety and welfare cannot be fully assured.

That said, children, in the main, are enthusiastic to attend. They comment that they like club, they enjoy the resources and activities, and they think that the teachers at club are nice. Children become steadily familiar with the club routines. On entry, they line up, take responsibility for their personal belongings and walk sensibly to the outdoor classroom that is a re-purposed Birmingham bus. Children behave well, they are polite, and they listen to the manager and staff when required. Children's peer-on-peer interactions and relationships are lovely. These independently flourish throughout the session.

The environment is well resourced. The manager and staff provide different activities and experiences throughout. Children enjoy whole-group sessions, such as reading a familiar story about a caterpillar and playing a guessing game called 'what's in the bag' with food-related items. However, the quality of key persons' interactions with the children is variable. Young children do not always benefit from the support they need to ensure that they fully participate in all aspects of what is on offer at the club. That said, the majority of children are confident to make free-play choices. They enjoy role play with dolls, small-world play with vehicles, and building with construction resources indoors. Children like some outdoor play, including chasing games and using ride-on vehicles.

During the COVID-19 pandemic, the provider has taken cautious measures to prevent the spread of infection. She has adapted guidance in line with government advice and continues to review and implement a thorough COVID-19 procedure. Children learn about the importance of being healthy through encouragement of rigorous hygiene regimes, eating well and getting fresh air daily.

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

- The provider is passionate, and she has aims and ambitions for the club. However, the provider has failed to notify Ofsted of a recent change of manager as is required. Furthermore, due to the recent management changes, a deputy manager is not currently appointed.
- The provider is knowledgeable about safeguarding. However, despite some

appropriate training, the manager, who is designated safeguarding lead, and some staff lack confidence in this area. They are unable to demonstrate a secure understanding of the club's safeguarding policy.

- The environment indoors and outside is risk assessed by the provider, and daily safety checks are typically carried out. However, risk assessment relating to the security of the premises is not fully robust. During the afternoon session, children play directly outside the main classroom in an enclosed space, which has a gate that connects to the main school playground. However, this gate has a simple latch that children are easily able to open. This means children's safety is compromised as they could let themselves out onto the main school playground, which has various individuals coming and going, as well as open access to leave the premises.
- The provider, managers and staff routinely take children to the bathroom at set times during the session and also spend some time overseeing their use of the toilets. However, this is not consistent in practice and at times they are not confident about children's whereabouts during their time at the club. This is because the toilets in use are not within sight and/or hearing of the main room used after school.
- Children are generally happy and, overall, are fairly settled. However, the manager and some staff do not make the best use of the key-person arrangements to get to know their children well. Therefore, some interactions with the children are not focused enough and children are not consistently well supported to help meet their individual needs.
- The manager plans weekly activities based on key themes, children's choices and cultural events. The manager and staff make some observations of children and make scrap books of their time at club, including creative work. For example, based on the theme of 'food', some children enjoy planned painting activities where they make pictures using varied vegetables that they dip in paint to create different patterns.
- The provider has sound processes in place to observe managers' and staff's practice and monitor their performance. However, she does not make the best use of these to identify and tackle weaknesses in their practice. There is scope to further develop the newly appointed manager's and staff's confidence in their roles, to help improve their personal effectiveness.
- Parents are happy with service. They make positive comments about the club, including the fact that their children love attending and have lots of fun, and that they feel the children are well cared for. The provider is a warm presence at the setting a few days a week. She liaises with parents closely and encourages management and staff to do the same. The provider has also established a positive link with the attached school and connected pre-school from which they collect children daily. This helps to promote some continuity for children.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not ensured the club meets requirements with regard to

organisation of the management team as a deputy manager is not appointed. The manager and some staff are not confident in all of their roles, including their child protection responsibilities relating to managing different types of possible abuse or neglect. Risk assessment is not fully effective. The security of the premises is not routinely assured. This is because when playing outside, children can easily let themselves out. Children are not always well supervised and, occasionally, those caring for them are unsure of their whereabouts. This specifically refers to times when children are going to and from and spending periods of time in the bathrooms.

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
appoint a deputy manager deemed capable to take charge in the manager's absence	28/02/2022
ensure the manager and all staff have secure understanding of the club's safeguarding policy	28/02/2022
review risk assessments and improve the security of the premises, specifically with regard to the gate that connects the enclosed outside play space to the main school playground	28/02/2022
ensure children are always well supervised, including when using the bathrooms	28/02/2022
ensure key persons get to know children well so that interactions between staff and children consistently support children and help to meet their individual needs	28/02/2022
use the embedded supervision processes to help identify weaknesses in manager's and staff's practice and further develop their confidence in their roles, to help improve their personal effectiveness.	28/02/2022

Setting details

Unique reference number	2537369
Local authority	Worcestershire
Inspection number	10208609
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 9
Total number of places	32
Number of children on roll	79
Name of registered person	Barnt Green Pirates Ltd
Registered person unique reference number	RP908158
Telephone number	07949947000
Date of previous inspection	Not applicable

Information about this early years setting

Barnt Green Pirates Out Of School And Holiday Club registered in 2019 and is situated in Barnt Green, Birmingham. The club operates from Monday to Friday during term time only. Breakfast club sessions are available from 7.30 to 9am for children aged three to nine years. After-school club sessions are available from 3pm to 6pm for children aged three to five years. The provider holds qualified teacher status. She employs six members of childcare staff, including four who hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- The inspector toured the premises with the provider and discussed the organisation of the out-of-school club.
- The inspector observed the quality of staff's interactions with the children during activities indoors and outside.
- The inspector held a meeting with the provider and out-of-school club manager. She also spoke to the staff at appropriate times.
- The inspector looked at relevant documentation, records and policies. She checked evidence of the suitability of all managers and staff working in the out-of-school club.
- The inspector spoke to children and parents during the inspection. She also read parents' written testimonies to take account of their views.
- 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 managers and has taken that into account in their evaluation of the provider.

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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