

Inspection of School's Out

Kings Rise Academy, Hornsey Road, Birmingham B44 0JL

Inspection date:

8 April 2022

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

All children are happy and settled at the club. They enjoy their time here and arrive excited after the rigour of the school day. Children eagerly greet the staff with a hug and get involved in activities with their friends. They happily share with the staff what they have been doing during the school day as they show the Easter Eggs they have designed. Staff form good relationships with children and their families. Children show kindness and care towards others. They behave well and are polite.

Children immediately engage in motivating play opportunities that staff carefully plan for them, such as making their own fruit salads. Children cut up their own fruit and know they must hold the knife carefully to prevent it from cutting them. Children can choose whether to play indoors or outdoors and they are confident to communicate their thoughts and ideas. For example, when playing outdoors, children play ball games or sit and chat to friends. Children are keen to build on their literacy skills. They write messages about what they like about their time in the club. Children have a wide range of opportunities to be creative. For example, they draw, paint and make models from a large cardboard box to create a cosy reading area. Children gain positive social skills.

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

- Staff obtain information from parents and teaching staff before children start attending the after-school club. This enables them to provide activities based on children's interests.
- Children have many opportunities to make choices in their play from the wide range of activities that are on offer. Their work is prominently displayed, which gives children a positive sense of belonging. The 'children's council' gives all children a voice, so they can talk about things they would like to have in the club.
- Children learn about the environment and the importance of recycling. They create models and pictures using recycled materials as they learn about how to care for their world.
- Staff establish good partnerships with other professionals, such as children's teachers and pastoral care staff. The manager works closely with them to share and use information to meet children's needs. For example, they share a communication book detailing how children have been and anything the club needs to know about a child's day. All staff know the children very well and have warm and secure relationships with them. Children who have additional needs are supported well and staff work closely with teachers and parents to ensure they get the support they need.

- Staff promote children's good health and social skills. For example, they provide children with a variety of healthy snacks and children have consistent access to fresh fruit and water. Mealtimes are a social occasion where children sit together to prepare their own snacks and engage in conversation with their friends. Children confidently help staff to tidy away when they are finished.
- Leaders and managers are passionate about providing the best possible opportunities for children while they are in their care. Staff work well as a team to help ensure that the club is a fun place for children to come after a busy day at school. Children say that they 'love coming to play with their friends at the club'.
- Parents are happy with the service provided and feel that staff are very successfully meeting their children's needs. They say that their children are at times reluctant to leave at the end of the day because they are having fun.
- The manager ensures that all areas used by children are checked before they arrive and any hazards to children's safety are removed. Effective systems are in place to help staff manage children's allergies and individual dietary requirements. As a result of the COVID-19 pandemic, staff have implemented additional cleaning procedures throughout the day. This helps to promote children's safety and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The manager completes mandatory safeguarding and designated person training. She ensures that staff also complete child protection training and have a clear understanding of safeguarding issues and how to respond to concerns about a child's welfare. Staff know how to identify when a child might be at risk and understand the correct action to take. The manager ensures that all staff are deemed suitable to work with children. She implements safer recruitment procedures and checks staff's ongoing suitability. All required policies and procedures are in place with regard to ensuring the safe and effective running of the setting. Effective risk assessments are in place to minimise risks to children within the environment, and staff check the building daily before children arrive.

Setting details

Unique reference number	EY558463
Local authority	Birmingham
Inspection number	10194084
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	5 to 10
Total number of places	40
Number of children on roll	40
Name of registered person	Dixon, Dorothy
Registered person unique reference number	RP514799
Telephone number	07788831874
Date of previous inspection	Not applicable

Information about this early years setting

Schools Out registered in 2018. The setting operates from a primary school site in the Kingstanding area of Birmingham. Sessions are available Monday to Friday, between 7.30am until 8.45am and again between 3.15pm and 6pm, during term time only. The setting employs three members of childcare staff, their qualifications range from level 3 to level 5.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- 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 provider and has taken that into account in their evaluation of the provider.
- Children spoke to the inspector about what they like to do in the club and what their favourite activities are.
- The inspector observed activities and the interaction between staff and children.
- The inspector held a meeting with the manager and staff to talk about how the club is run.
- The inspector carried out a joint observation of an activity with the provider and evaluated the quality of staff's interactions with the children.
- The inspector spoke to several parents and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the club.

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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