

Inspection of 4 Community Trust Uplands and Breakaway Club

Uplands Manor Primary School, Addenbrooke Road, Smethwick, Staffordshire B67 6HT

Inspection date:

12 May 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

Children enjoy attending this welcoming after-school club and know they can relax after the rigour of the school day. As they arrive at the designated meeting point in the school playground, staff greet them warmly. When children arrive at the clubroom, they quickly settle into the familiar routine and there is a hive of chatter about their school day. Children begin by sitting on the carpet and the manager takes their temperature and the register. Children then wash their hands ready for their snack. The dining area has the ambiance of a restaurant as the tables have vases of flowers. This creates a welcoming atmosphere. Children benefit from a healthy snack as they make their own wraps with a choice of fillings, such as ham, chicken or cheese, and a selection of cucumbers, lettuce and tomatoes. For desserts, children have a selection of fruits and they know they can help themselves to drinks.

Children enjoy playing an interactive dance and movement game. They dance and move their bodies. All children, including the youngest, happily participate. The atmosphere is friendly and playful. Staff provide a range of quality activities and the children make choices about what they want to play with. The younger children delight in playing doctors and nurses dealing with a patient having a heart attack. Children learn about Florence Nightingale and design nurses hats to commemorate international Nurses Day. Children confidently chat with adults about what they have made. They talk about their mums working in hospital theatres. When children are collected at the end of the session, they proudly show their parents their art creations.

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

- The provider and manager are passionate about the club being a fun and inclusive environment, where children come after the school day to relax and have fun. Staff know the children well. They make efforts to find out what children are learning in school and they support this learning in the provision. For example, young children are practising their fine motor control in school, and at the provision they enjoy cutting and sticking, and drawing with coloured pens. This is helping them to improve their writing skills.
- Children have access to the school's outdoor area, where they play football and active games. Children show they understand the good behaviour that is expected of them. All children at the club interact calmly and politely with each other and staff. Behaviour is impeccable. Children show a good understanding of the club rules and follow them well. They are confident to share their views and say the club is 'very good' and they 'have fun'.
- Children have opportunities to develop an awareness of the diverse world they

live in. For example, children celebrate different festivals and learn why these are important to those who celebrate them. Children designed henna patterns on lollipop sticks and created a book about Martin Luther King's 'I have a dream' speech when learning about Black History. Affirmation quotes are displayed to uplift and encourage the children, and build their self-esteem and confidence.

- Staff deploy themselves well and provide good levels of supervision to help keep children safe. They carefully monitor the numbers of children throughout the session as children move between rooms. Risk assessments are completed daily before the children arrive to ensure the environment is safe.
- A designated key person is assigned to all children, in particular the youngest children, to help promote their emotional well-being. The key person quickly recognises when younger children are shy and sensitively guide them to quieter activities. Staff build very positive relationships with all children to help promote their well-being.
- Staff communicate well with teachers and with parents. Partnerships are strong with the host school and the head teacher is happy with the service it provides. Staff share information with teachers about the children and pass messages to parents. Staff routinely inform parents about their children's achievements. They talk to parents about things that happen during the school day, as well as at the after-school club. Parents access the live online app, which gives them daily information about events in the club, such as any accidents their children have had. They are notified of the time children are picked up. Parents feel very well supported and well informed. They like the online app. Parents describe staff as 'friendly, approachable' and 'helpful'. They describe the provision as 'brilliant'.
- The provider and manager monitor staff practice carefully. The manager is able to identify good practice and the impact this has on the children's engagement in the activities, and also on their development. The provider and manager have regular meetings with staff and offer regular training and development opportunities. The provider seeks the views of parents and children. Children complete questionnaires with smiley and sad faces, which helps to identify areas to improve.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers have a good understanding of safeguarding procedures. They understand the signs and symptoms of abuse, including the 'Prevent' duty, and they know how to report any concerns. All staff hold paediatric first-aid and safeguarding certificates. They are confident to respond if a child needs help. Staff are vigilant in cleaning routines and ensure tables are cleaned before and after children have snacks. A hand sanitizer station is located at the entrance to the room. Staff carry out daily checks to make sure that children are safe. They supervise children well. Recruitment and selection processes are robust and the provider takes steps to ensure that all staff are suitable to work with children.

Setting details

Unique reference number	2514823
Local authority	Sandwell
Inspection number	10194605
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	3 to 11
Total number of places	40
Number of children on roll	204
Name of registered person	4 Community Trust Community Interest Company
Registered person unique reference number	2514819
Telephone number	07365526220
Date of previous inspection	Not applicable

Information about this early years setting

4 Community Trust Uplands and Breakaway Club registered in 2019. The club employs three members of childcare staff, all of whom hold relevant qualifications at level 2 and level 3. The club opens from Monday to Friday during term time. Sessions are from 7.30am until 8.40am and 3pm until 6pm. The holiday club operates from 10am until 2pm during school holidays.

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 this into account in her evaluation.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises with the provider.
- The manager, provider and the inspector completed a tour of the provision together and discussed the play opportunities available to children.
- The inspector and manager carried out a joint observation and talked about the quality of the activity.
- Children shared their views with the inspector.
- The inspector observed staff interaction with the children indoors and spoke to staff at appropriate times during the inspection.
- The provider and inspector held a leadership and management meeting. The inspector reviewed some documentation, including accident records, first-aid certificates 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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