

# Inspection of High Achievers

Court Farm Primary School, Tedbury Crescent, Birmingham, West Midlands B23 5NS

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Inspection date:

29 September 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are extremely happy to attend the setting and are greeted warmly by the friendly and nurturing staff team. They quickly develop close bonds with staff and other children. They are eager to share what they have enjoyed doing during their day. Children follow instructions well and understand the importance of keeping themselves safe. For instance, they form a 'walking train' as they walk to the setting. Younger children delight in pretending to be the 'train driver'. Older children join in with children's imaginative play and hand over their 'money' to be a passenger.

Children benefit from a range of stimulating and enjoyable activities that promote their current interests. They demonstrate high levels of engagement and choose which activities they want to join in with. Children maintain great concentration as they decorate biscuits. Older children are positive role models and demonstrate how to use tools and equipment. Younger children carefully observe their peers as they use spoons to spread icing on their biscuits.

Children behave very well. They are supportive of one another and celebrate each other's achievements. Children fully understand and reinforce the setting's rules and expectations. They are motivated by these and explain that their positive behaviours are recognised and rewarded on the 'kindness tree'.

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

- Managers are forward-thinking and passionate about their roles and the service they provide. They are highly reflective and have a clear vision for the setting. They seek regular feedback from staff, children and their families. This supports them to make continual improvements to the setting.
- Children comment that they 'really enjoy' attending the setting. They explain that they 'love' the staff team, and the fact that they can socialise and meet new friends. They discuss that they enjoy playing with the range of resources available to them, particularly in the outdoor environment.
- Children are given opportunities to develop their creativity. Staff provide children with a range of media and materials, including paint and leaves, and allow them to be imaginative. Children are highly motivated as they carefully paint leaves and make prints of them on paper.
- Equality and diversity are at the heart of the setting. Staff provide opportunities for children to learn about different festivals and events, such as Black History Month. Children learn to celebrate their individuality and respect each other's differences. This helps to prepare children for life in modern Britain.
- Staff provide some opportunities for children to manage small tasks for

themselves. For example, at snack time, children enjoy having responsibilities, such as handing out plates and cutlery to their peers. However, at times, staff are too quick to do things for children that they are capable of doing for themselves, such as pouring their own drinks and cutting up their fruit. As a result, children's independence skills are not consistently promoted to the highest possible level.

- Children enjoy being physically active. They benefit from a variety of healthy snacks and stay hydrated during their time at the setting. Children have regular opportunities to exercise and get fresh air. They have lots of fun as they join in with playground games, such as 'Duck, Duck, Goose', and play football with their peers.
- Managers have positive relationships with staff, who comment that they feel well supported at work. Staff benefit from a thorough induction when they start. There is an effective programme of supervision and professional development in place. As a result, staff are confident and fully understand their roles and responsibilities.
- Partnership working is a strength of the setting. Managers and staff work closely with the local schools which children attend. They regularly share relevant information about children to ensure that their learning, care and support needs are met. Staff develop lovely relationships with families. They use an online parent app to keep families informed about the activities they provide, and they share regular newsletters and updates. Parents comment that their children are 'very happy' attending the setting and that the staff are incredibly 'approachable and welcoming'.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are knowledgeable about safeguarding issues. They receive regular training and can accurately identify the possible signs that a child may be at risk of harm. During supervision meetings, managers ask staff a range of questions to test their safeguarding knowledge. As a result, staff are confident in the procedures they must follow if they have a concern about a child. The setting is safe and secure. Staff complete regular risk assessments of the indoor and outdoor environments. There is a password system in place to help staff authorise individuals collecting children. This ensures children's safety and well-being.

## Setting details

<b>Unique reference number</b>	2589254
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10249152
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	70
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	High Achievers Community Interest Company
<b>Registered person unique reference number</b>	RP901202
<b>Telephone number</b>	07958306738
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

High Achievers registered in 2020. The out-of-school club operates at Court Farm Primary School in Birmingham and employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The club opens from Monday to Friday during term time. Sessions are from 7.30am to 9am and from 3pm to 6pm.

## Information about this inspection

### Inspector

Dale Ramsey

## 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.
- The registered individual, the manager and the inspector completed a learning walk together of all the areas of the club and discussed how the provision is organised.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working with children, and evidence of paediatric first-aid qualifications.
- The inspector carried out discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector spoke to a number of parents upon collection of their children and took account of the written views of other parents.

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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