

# Inspection of St Mary's Before and After School Club and Holiday Playscheme

ST MARY S CHURCH HALL BRISTOL ROAD, SELLY OAK, BIRMINGHAM B29 6ND

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Inspection date: 17 January 2023

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

**This inspection**

**Met**

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Previous inspection

Good

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

### **This provision meets requirements**

Children arrive happily into this friendly and calming environment. They are given opportunities to build on their independence as they choose from various engaging activities. They know the routine well and choose to sit at the table on arrival to have their snack. They are provided with various healthy and nutritious options, and some children choose to eat something from their lunch box. Children are eager to communicate with each other as they share stories about their school day and home life. They are learning good hygiene practices as staff give gentle reminders to children about washing their hands.

Children show enthusiasm while they explore the different activities that are available to them. For example, children start to build structures with the building blocks and pretend to make meals in the role-play area. Young children practise their imagination skills using multicultural figures, and confidently communicate the different voices and personalities of their figures. They are motivated to complete tasks as staff encourage them to seek out extra resources to support their play. For example, children decide that they need a stamp for their envelope and improvise as they find stickers to use instead. Children are confident to seek support from staff, who give them the space and time they need to play freely. They are kind to each other and share the resources. Older children show kindness to younger children as they welcome them to join their activity tables.

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

- The small team of staff have clear roles and work well together to provide interesting and engaging activities for children of all ages. Staff meet regularly as a group to discuss how to make improvements to the provision. Supervisions with the manager provide time for staff to evaluate and monitor their professional development, which contributes to ensuring that children's needs are met.
- Links with the local school are strong and staff see this as a priority. Staff share relevant details about children's care, progression and well-being to provide continuity in children's learning journey. Effective coordination with the school has enabled families to access additional funding to use during the school holidays. This means that children can access extra learning opportunities during this time, which further supports their ongoing development.
- Staff are positive role models and create a caring and happy environment. They create time to gather information from parents to deepen their relationship with families and children. Children enjoy speaking to staff about their day and home life, and staff display a keen interest in what children are saying.
- Children's behaviour is exemplary and well supported by staff during play

sessions. Staff quickly identify signs that children may require extra support and they act swiftly to clearly communicate to children the importance of sharing. Children listen carefully to staff and demonstrate that they are learning how issues can be resolved.

- Children's health and well-being are promoted. They have plenty of space and opportunities to practise their physical skills indoors and outdoors. Children access an area to plant seeds and tend to the fruit and vegetables that they grow. They enjoy eating their produce at snack times. Children also learn about sharing as they offer their fruit and vegetables to the local church members and school.
- The provision for children with special educational needs and/or disabilities is a high priority. Staff liaise with school teachers and parents to gather information that helps children to receive the most-suitable care. The spaces that are available to children are appropriate and well organised. Children enjoy quiet time in the relaxation area or join others in group activities.
- Children are developing their knowledge about similarities and differences. They play with resources that represent varying nationalities and practise writing sentences and phrases in different languages. They respect and show curiosity about diversity and benefit from an inclusive environment.
- Parents are happy with the care that their children receive. They comment on the supportive staff and how well their children's individual needs are being met. Parents express how effective the communication is between the staff and the school. They feel reassured that their child's needs are valued, as they are asked to sign permission slips to allow staff to share relevant information between settings.

## Safeguarding

The arrangements for safeguarding are effective.

Staff suitability checks are completed and continuously maintained. Staff have a clear understanding about how to identify signs and symptoms of abuse. They have a secure knowledge about which agencies should be contacted if they need to report a safeguarding concern about children or staff. They value the significance of sharing information with other professionals and understand the importance of this in protecting children. Staff have a good knowledge of procedures when sharing information with the school. Regular meetings to discuss possible risks for children help staff to ensure that the building is kept safe and secure.

## Setting details

<b>Unique reference number</b>	509430
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10265319
<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>	40
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Gerald Fage and Angela Fage Partnership
<b>Registered person unique reference number</b>	RP905501
<b>Telephone number</b>	0121 414 0898
<b>Date of previous inspection</b>	2 June 2017

## Information about this early years setting

St. Mary's Before and After School Club and Holiday Playscheme registered in 1997. The setting employs six members of staff, all of whom hold appropriate qualifications at level 3. The club is open from 7.30am to 8.45am and from 3.20pm to 5.30pm each weekday during term time, and from 7.30am to 5.30pm during school holidays.

## Information about this inspection

### Inspector

Nancy Hitchcock

## 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 inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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