

# Inspection of Simply Out of School St Thomas of Canterbury

St. Thomas Of Canterbury School, Dartmouth Avenue, Walsall WS3 1SP

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Inspection date:

16 June 2023

**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 cared for in the nursery classroom. They have use of a varied range of resources and enjoy their time at the club. They are given time to socialise with their friends and to be creative and imaginative as they play. For example, children thoroughly enjoy the dressing-up clothes as they adopt the role of a police officer. They show good levels of engagement as they build complex structures with the construction toys and talk about their creations.

The session is well organised and children know the routine. For example, children are keen to take on the role of the helper for the day and enjoy this extra responsibility. They easily talk about how they are feeling as they use the emotions board and they are eager to sit down as a group ready to play their chosen game. Children understand and follow the rules of the game and enjoy this group time. They thoroughly enjoy being outdoors as they play ball games with their friends. Children feel safe in this familiar environment and have close relationships with staff. For example, children talk to staff about their day and those who are reluctant to speak are sensitively encouraged to share their news.

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

- The club leader is supported well by members of the senior leadership team to ensure the smooth running of the club. There are robust monitoring systems in place. Roles and responsibilities are clearly defined and are understood by all. There are effective systems to ensure that the club leader and staff benefit from regular supervision sessions, training and support to help increase their skills.
- Partnerships with the on-site school are strong. Some of the staff also work at the school and have good knowledge of the children attending. There is a two-way flow of information between staff and teachers to ensure they are up to date about children's care and emotional needs.
- Staff consult with children daily about their interests and preferences. They provide resources and activities for children based on these. They value children's contributions. For example, children regularly post their requests in the suggestion box. Staff act upon these. Consequently, changes are made to activities and the snacks provided.
- Promoting children's personal, social and emotional development and their behaviour is given good regard. For example, staff encourage children to use the emotions board to talk about their day and how they are feeling. Children help to make the club rules. Staff know children well and identify any triggers for children's behaviour patterns.
- Children behave well and learn to respect each other. Staff confidently challenge any negative stereotypes and teach them about the needs of others and about

disability. However, staff provide few opportunities for children to share and learn about their cultural differences.

- Staff ensure all children have plenty of opportunity to be outdoors in the fresh air. Staff play alongside children and support them to use various physical play equipment to test and extend their skills. The snacks provided are healthy. Children learn about the benefits of eating a healthy diet and the importance of limiting their sugar intake. For example, at breakfast club, staff remind children about the importance of cleaning their teeth in the morning and eating healthy cereals.
- Teaching children to keep safe is a clear priority. For example, staff talk to children about the risks of social media and about limiting screen time. They teach them about road and car safety. Children know that the club rules in place are to support their safety.
- There are effective systems to keep parents up to date about the club. For example, the social media page and termly newsletter provide detailed information about the club. The annual surveys are overwhelmingly positive and any suggestions made by parents are considered and acted on. For example, white bread has been replaced with wholemeal bread. Parents report that their children are happy, feel secure, have close relationships with staff and enjoy attending.

## Safeguarding

The arrangements for safeguarding are effective.

There are effective systems to ensure that all staff are suitably vetted and their ongoing suitability is assessed. All new staff benefit from a detailed induction, which includes safeguarding and health and safety. There are clear systems that enable the club staff to work closely with the staff at the school to share any concerns about children's welfare. Staff have a secure knowledge of the signs of abuse and the procedure to follow if they have a concern. Staff ensure children are safely escorted to and from the club. The room used is checked daily to ensure it is clean, safe and suitable.

## Setting details

<b>Unique reference number</b>	2633796
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10286013
<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>	3 to 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Simply Out of School Ltd
<b>Registered person unique reference number</b>	2633798
<b>Telephone number</b>	01656 372910
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Simply Out of School St Thomas of Canterbury registered in 2021 and is based at St Thomas of Canterbury School, Walsall. The club opens from Monday to Friday, term time only. Sessions are from 7.30am until 9am and from 3pm until 5.45pm. There are three members of staff employed to work with children. Of these, one holds an appropriate early years qualification at level 3, one holds a qualification at level 2 and one is unqualified.

## Information about this inspection

### Inspector

Parm Sansoyer

## 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 and the leader completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of staff interactions during activities and assessed the impact this has on children's enjoyment.
- The inspector held a meeting with the leader and a member of the leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took into account the views of 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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