

Inspection of Saints And Angels Before And After School Club

St. Annes Catholic Primary School, 289b Bosworth Drive, Birmingham,
Warwickshire B37 5DP

Inspection date:

14 July 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 enter an exciting and interesting environment. Staff actively seek children's views, ideas and opinions, using these to help inform the day-to-day planning of the club. Relationships between staff and children are strong and children can talk to staff at any time. This helps to foster trust and children feel able to talk to staff and share any worries or concerns they may have. Children form close relationships with their peers, which impacts positively on their confidence and well-being.

Children's creative flair is nurtured through the wide range of activities and resources available. Staff use their knowledge of the children's likes and interests and the information gained from teaching staff to plan effectively. Children enjoy nutritious snacks each day. Snack time is a relaxed occasion and children choose from a variety of foods. Staff gently remind children to drink regularly to remain hydrated.

Children thoroughly enjoy their time in club and look forward to it at the start and end of the school day. Children excitedly recall their favourite times in club. For example, they remember the recent visit by a magician who made various balloon models for them and the clown who really made them giggle.

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

- Staff strive to provide fun activities each day. These include elements of the themes and topics taking place within the school. Staff use this knowledge to plan activities that will extend children's learning at the club, such as different cultural events and celebrations that are taking place throughout the year. Children talk about their day in school and the things they have enjoyed. They listen carefully when staff explain the activities they have planned for the afternoon.
- Children involve staff in the activities and seek support where needed. Staff and children laugh loudly as they play throwing and catching games. They demonstrate dexterity as they have to drop down on their knees or only use one hand to catch the ball if they drop it. Children show their expertise making bracelets and necklaces using various coloured bands, and share their skills with their friends and the inspector.
- Children enjoy using various art and craft materials to make their own pictures. They continue to develop their dexterity using scissors, self-adhesive shapes, and pictures to create collages, and master control of the mouse when playing various age-appropriate games on electronic equipment.
- The manager values her staff team. She recognises their skills and abilities and

encourages them to continually build on these. Daily discussions ensure that all staff are aware of any changes. These discussions help identify the importance of regularly reviewing policies to include current practices and changes to local information.

- Partnerships between staff, parents and the school ensure consistency for all children. Parents speak highly of the staff and their commitment to the children and parents alike. They say they find the flexible, caring approach of the staff second to none and that it has enabled some parents to access further education and not worry about going back to work. Staff support children with their homework and reading activities, relieving some of the pressure off the children and parents to complete it after a long day. This supports partnerships even further. Parents feel that staff are superb and provide an excellent service.
- Staff have high expectations and are positive role models for the children. They show respect as they speak and listen to the children, and children reflect this as they talk to staff and their peers. Children understand the importance of kindness towards each other. They take turns as they play and children of all ages play well together. Staff recognise the efforts and achievements of the children. They acknowledge when children help out in club, such as helping to tidy up at different times during the session and cleaning the tables after use. Children are given a raffle ticket in recognition of this and at the end of the week the raffle is drawn and whoever's ticket is picked receives a small gift.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their role and responsibility in protecting the children in their care from abuse and neglect. They have a secure knowledge of the procedures to follow if they have a concern about a child. Effective steps are taken by staff to ensure that children play in a safe and secure environment. Potential hazards are identified and minimised. Children are not released into the care of unknown adults. Thorough recruitment procedures are established and all relevant checks are completed. This ensures all staff are suitable to care for children.

Setting details

Unique reference number	2568167
Local authority	Solihull
Inspection number	10239159
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	4 to 11
Total number of places	80
Number of children on roll	120
Name of registered person	Saint And Angels Before And After School Club Ltd
Registered person unique reference number	2568166
Telephone number	0121 7798065
Date of previous inspection	Not applicable

Information about this early years setting

Saints and Angels Before and After School Club registered in 2020. It operates from St. Annes Catholic Primary School in Birmingham. The setting is open from 8am until 8.30am and 3.15pm until 6pm, Monday to Friday, during term time. There are nine members of childcare staff employed, all of whom hold appropriate early years and play work qualifications at level 3 and 4.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector completed a tour of the setting with the manager.
- The inspector observed the activities inside and the interactions between the staff and the children.
- The inspector held a meeting with the manager and looked at relevant documentation, including a sample of policies, risk assessments and evidence of the suitability of staff.
- The inspector spoke to members of staff, children and parents at appropriate times during the inspection and took account of their views.

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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