

# Inspection of Central Out Of School Club

St Judes Rc Junior And Infant School, Baverstock Road, Birmingham B14 5PD

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Inspection date:

8 May 2025

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

**This  
inspection**

**Met**

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Previous  
inspection

Met

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

### This provision meets requirements

Children are excited to come to the club after their school day, where they engage in a range of enjoyable activities prepared for them. Upon arrival, children share their day with staff and socialise with their friends. The planning of activities is designed to be adaptable, ensuring that the diverse needs of children are met while maintaining a consistent approach across all age groups. This flexibility allows children to learn new things beyond regular lessons at school, such as understanding current celebrations and significant events. For example, activities included creating aeroplanes and flowers to honour Victory in Europe Day.

The club offers various outdoor games that support children's physical development. Some children participate in football games, while others craft bracelets for their peers outdoors.

Staff members understand their crucial role in implementing and supporting children's understanding of universal values. They foster a sense of democracy by allowing children to vote on activity choices and encouraging joint decision-making. As a result, children are content and respect each other. They have expressed to visitors that the staff create a safe environment where they can rely on their support, particularly when they have had a long day at school.

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

- Leaders effectively monitor and evaluate the services provided to children. They actively engage staff in decision-making and self-evaluation, ensuring everyone understands their roles and responsibilities. This collaborative atmosphere supports staff in working together to meet all children's individual needs. Staff are encouraged to participate in online training to support them to enhance children's development and learning.
- Children benefit from many fun and stimulating activities. They enjoy making delicate paper flowers and playing table games while young innovators make paper aeroplanes. Children eagerly test how well their creations can fly. With the guidance and support from staff, they engage in discussions about speed, aerodynamics and the angles at which their planes fly. Children are not shy about asking for help when needed and love sharing their experiences with staff. This creates an atmosphere of trust and openness.
- Children tell visitors that the club is a safe space for them, allowing them to relax and feel supported. This plays a crucial role in their emotional well-being. They say that they enjoy attending the club because it provides an opportunity to socialise with friends from different classes they do not see at school.
- Staff promote children's healthy habits, emphasising the importance of outdoor

activities. For children who attend for shorter sessions, snacks are provided for them to take home. Those children who remain at the club for longer have the opportunity to prepare their sandwiches with various toppings, fostering independence and creativity while socialising with their peers.

- Safety arrangements are adequately in place to ensure the safety and well-being of children on the school premises. For example, all doors and outside gates are secured with access codes to prevent unsupervised exits. Staff conduct regular safety checks of both indoor and outdoor facilities before children arrive.
- Staff work closely with the schools children attend to share essential information regarding any changes in children's dietary requirements, children with special educational needs and/or disabilities (SEND) and medical needs. This collaboration ensures that children enjoy a seamless transition to the club while having their needs met consistently. Activities and the environments are organised in advance to ensure that all children are included and supported throughout their time at the club.
- The partnership with parents, school and club creates a very supportive and positive environment that benefits both children and parents. Feedback from parents was overwhelmingly positive regarding the staff's warm approach and the overall provision. Parents expressed that their children enjoy the time spent with friends after school, often preferring not to be picked up too early to avoid missing activities. There is a strong rapport between parents, staff, and management, contributing to a reassuring sense of safety for the children within the school environment.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY544528
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10393543
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	5 to 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Central Education Group Limited
<b>Registered person unique reference number</b>	RP910338
<b>Telephone number</b>	07464276687
<b>Date of previous inspection</b>	13 September 2019

## Information about this early years setting

Central Out Of School Club registered in 2017 and is located in St Jude's school premises. The club employs four members of childcare staff. Of these, two hold early years qualifications at level 3 and one holds a qualification at level 2. The club opens from Monday to Friday during term time only. Sessions are from 3.15pm until 6pm.

## Information about this inspection

### Inspector

Anna Makowska

### Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector observed the interactions between staff and children.
- Children spoke to the inspector during the inspection.

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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