

Inspection of 4 Community Trust @ Temple Meadow Primary

Temple Meadow Primary School, Wrights Lane, Cradley Heath B64 6RH

Inspection date:

14 July 2025

**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 are collected by staff and are relaxed and happy as they arrive at the club. They settle quickly and sit together on the carpet, ready to engage with staff. Children are encouraged to take on additional responsibilities. For example, they are selected to support staff to complete the register when they first arrive. Staff use a system to choose which child it will be. With support, children call out the register and take the lead to ensure all children are present. This supports children's confidence and self-esteem. Children receive awards and certificates and take it in turns to clap for each other, allowing children to feel pride and share a sense of achievement with their peers.

Children behave extremely well. Staff take the time to explain what they expect of them and this sets clear expectations for all children. For example, staff talk to children about why they need to tidy up. They talk about the risks of children falling over objects on the floor and the benefits of following instructions from staff. Staff clap their hands to get all children to listen. Children follow this action, clapping their hands together, ready to listen to the staff speak.

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

- Staff involve children in planning for activities and learning opportunities. For example, children vote each month on what activities they would like to do and what resources they may need. Staff encourage children to share their interests and ideas during group time. For example, children share their ideas on recycling. They bring in recycled objects and use them for junk modelling. This supports children to learn about the world around them and builds on the interests of children.
- Children have opportunities throughout the session to be physically active. They show enjoyment as they dance along to different songs and do the actions with the staff. They all join together in a line and move around the room. Children use the outdoor area to explore, they climb and jump over large tyres on the grass, allowing them to develop their gross motor skills.
- Communication is a strength for this club. Staff speak calmly to each other as they discuss what they are doing now and what will happen next. This is then reflected in the way that children speak to each other and to staff members, showing respect and understanding. For example, children talk to each other during activities, they share resources and take it in turns to use the glue and glitter. Children use their manners, saying please and thank you as they play with each other.
- Staff continually support children to be independent. They model how to use utensils and encourage them to have a go themselves. For example, children cut

tomatoes up with knives and place them on their sandwiches. Children are encouraged to select what other items they would like on their sandwich, supporting them to make their own choices.

- Children's emotional well-being is supported in a variety of ways. Staff have access to outside agencies that offer support and guidance, and this is then adapted to meet the needs of the children. Staff share the holistic approach they have with families and the additional support they offer to those families that may need it. Staff talk to children about other children that have started the club and encourage them to be kind.
- Parents speak highly of this club. They state that staff keep them up to date with all information and communication is consistent and detailed. They state how they are aware of any activities or special events the club will be doing. Parents state that children enjoy attending the club and talk to them about what they have done during the day.
- Leaders and managers support staff well. They work with the staff team to constantly develop and improve the service they offer. Leaders recognise the importance of safer recruitment and ensure all staff attend regular training to support their professional development and knowledge, to support all children.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2757246
Local authority	Sandwell
Inspection number	10406538
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	40
Number of children on roll	124
Name of registered person	4 Community Trust Community Interest Company
Registered person unique reference number	2514819
Telephone number	07365526220
Date of previous inspection	Not applicable

Information about this early years setting

4 Community Trust @ Temple Meadow Primary was registered in 2023. It is based in a primary school, in Cradley Heath, Birmingham. The club employs three members of staff, of these, two hold appropriate early years qualifications. It is open between the hours of 7.30am and 8.50am and 3.20pm and 5.45pm, term time only.

Information about this inspection

Inspector
Zara Hill

Inspection activities

- The manager and nominated individual talked to the inspector about the activities provided at the club.
- The inspector spoke with the staff team, parents and the children at appropriate times throughout the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and evidence of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025