

Inspection of Lighthouse Club

St. Nicholas RC Primary School, Jockey Road, SUTTON COLDFIELD, West Midlands
B73 5US

Inspection date: 21 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy attending this friendly and welcoming setting. They arrive enthusiastically and are greeted by staff with warm smiles. Children chat away to staff, demonstrating that they feel safe and secure in their care. They confidently follow the routines established within the setting. For example, children independently hang up their coats and pack away their bags as they arrive and wash their hands before eating. They engage immediately in the many exciting and fun activities planned by staff for them to enjoy. For example, children examine fir cones under a microscope and are encouraged by staff to describe what they see. This ignites children's curiosity and staff provide information about nature for them, developing their understanding of the world around them.

Staff make good use of stories, songs and puppets to support children's developing language. For example, they sing songs to help children learn the names of the days of the week. Children's early literacy skills are promoted by staff. This prepares them well for the next stage of their education at school. For example, staff teach children to recognise sounds and identify objects that begin with similar sounds. Children smile with pride as they confidently recognise car and carrot as words beginning with the sound of the day. Staff extend children's vocabulary effectively as they introduce new objects, like castanets. They reinforce children's learning, as they sing songs about clicking castanets.

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

- Leaders and staff plan and implement a curriculum designed to prepare children well for the next stage of their education at school. They sequence learning to build on what children already know and can do and employ a topic-based approach in response to children's personal interests. Leaders and staff recognise the importance of working in partnership with parents and other professionals to support the learning of children with special educational needs and/or disabilities. This collaborative approach helps all children make good progress in their learning.
- Children learn about healthy lifestyles. Staff talk to children at snack times about the nutritious fruits they eat and how they are good for them. Children engage in a range of activities that supports their physical development. For example, children develop dexterity and balance as they enjoy dancing with scarves and excitedly jump in puddles as they play outside. Children draw in trays of oats, using their fingers and paintbrushes to form letters. This promotes early writing skills.
- Children have opportunities to run around in the fresh air and participate in outdoor play. For example, while watching ants emerge between paving slabs, staff describe how ants are strong and work together to carry things, like leaves.

This interaction supports children's developing knowledge and understanding of nature. However, staff do not consistently plan activities or provide resources for children to explore and enjoy using during outdoor play. For example, children playing in a toy kitchen lose enthusiasm in the activity as cooking utensils and other resources are unavailable. This sometimes limits opportunities for children's learning.

- Staff consistently promote good behaviour by engaging children in games, where they learn to take turns and share. Children are kind and demonstrate consideration to their friends. For example, children cheer their friend's success while playing games of hopscotch and wait patiently for their turn. Staff regularly praise children's efforts and achievements, boosting their self-esteem and confidence.
- Children engage in a range of activities that supports their learning in all areas of their development. For example, they are shown pictures of seahorses, and staff support children to describe the differences they see. They develop mathematical language as they identify the 'longest' and 'shortest' seahorses. Children explore adding rice to paint and talk about the change in texture, before painting pictures of sea creatures. Their confidence builds as they learn to make choices and express their thoughts about the colours they use to create their paintings.
- Leaders and staff routinely assess their practice, to identify areas for ongoing development. For example, staff attend training to develop their knowledge of how to use puppets and books to support children's language and communication skills further. Staff feel supported by leaders and attend regular supervisions. This promotes positive working relationships that benefit the learning of all children.
- Parents are pleased with the care provided for their children at this setting. They are impressed by the knowledge their children gain, such as naming the planets in the solar system. Parents appreciate the feedback given to them about the progress their children are making. They believe their children demonstrate high levels of independence and that they are well prepared for their move to school.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance learning opportunities and resources for children when playing outside to fully extend their learning.

Setting details

Unique reference number	EY421350
Local authority	Birmingham
Inspection number	10380723
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 11
Total number of places	50
Number of children on roll	55
Name of registered person	Lighthouse Childcare Limited
Registered person unique reference number	RP535278
Telephone number	0121 2405698
Date of previous inspection	20 June 2019

Information about this early years setting

Lighthouse Club registered in 2011 and operates from a portable building in the grounds of St Nicholas RC Primary School, Sutton Coldfield. The setting employs two members of childcare staff, one of whom holds an appropriate early years qualification at level 5 and one at level 3. The club is open from Monday to Friday, during school term time. Sessions are from 8am until 6pm. Children attend for a variety of sessions. They provide early education funding for three- and four- year-old children.

Information about this inspection

Inspector
Sue Bradford

Inspection activities

- The manager and the inspector completed a learning walk together and discussed the curriculum and what it is that they want the children to learn.
- The inspector observed the quality of teaching and learning, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation.
- The manager and inspector undertook a joint observation of teaching.
- The inspector spoke with leaders about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.

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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