

Inspection of Little Pixies Before and After School Club

S.S.Mary and Johns Catholic Primary School, Gravelly Hill, North Erdington,
Birmingham B23 6BQ

Inspection date:

17 June 2022

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

**This
inspection**

Not met (with actions)

Previous
inspection

Good

What is it like to attend this early years setting?

This provision does not meet requirements

Staff do not have a good enough understanding of safeguarding. This places children at risk of harm. This said, there are positive relationships with children and staff. Children comment that staff always make sure that they are 'ok' when they first enter the setting. Children seek out the staff when they require assistance. For example, they ask for help to build the tracks to race their cars. Children enjoy playing football and they celebrate their victories together when they score goals. They also enjoy playing with the parachute as they race to the other side. Children show an eagerness to show staff what they have created, such as animals made out of dough.

Children play happily and cooperatively with their peers as they take turns. They behave well. Children show high levels of respect to each other and the adults. They communicate well as they respond to the staff's questions. Staff deploy themselves well and this ensures that children are supervised effectively while they play. Children show positive attitudes while they engage with all the activities on offer to them.

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

- Self-evaluation is ineffective because leaders have failed to identify and address weakness in staff practice. Although leaders support staff with their interactions with children, they have failed to ensure that staff understand all of their roles and responsibilities, particularly relating to their safeguarding policy. This compromises children's safety.
- Leaders strive to ensure that their provision is accessible for all children. They have a secure understanding of how they would support children who have additional needs. Staff are vigilant of children while they play. They complete risk assessments and ensure the environment is safe for children. For example, they regularly check the environment for hazards and swiftly remove them out children's way. If accidents do occur, staff respond appropriately, sharing this information with parents and carers.
- Children respond well to the staff's instructions and follow the rules of the setting. In addition, staff provide a range of interesting activities for children to learn about others and to celebrate their differences. Children feel confident to ask and answer questions. They gain a secure understanding of what makes each person unique.
- Staff provide a wide range of healthy meals for the children. They ensure that as children play outdoors in warmer weather, they are kept safe. For example, staff remind children to drink plenty of water, so they stay hydrated. Children are given plenty of opportunities to get physical as they play outdoors. Staff also

encourage children to wash their hands regularly, such as before and after meals. This supports children's understanding of how they can keep their bodies healthy and clean.

- Leaders strive to meet the needs of the parents and school. They actively seek out the views of others, such as parents, children and the school, to make changes to enhance their provision further. For example, leaders have adjusted their opening hours to accommodate school changes and to meet parent's childcare needs.
- Parents praise the setting. They comment that their child enjoys attending. Staff ensure that parents are kept well informed about their child's experiences at the club and exchange messages with the school. Staff find out key information from parents, such as dietary requirements. They use this information to make changes to the ingredients used in their menus.
- Staff show a secure understanding of what they would do in an emergency situation, such as a fire. Staff also pay extra attention to other adults in and around the setting, to ensure they have the right to be there. If they have concerns, staff reach out for support from the leaders and school staff.

Safeguarding

The arrangements for safeguarding are not effective.

Staff's understanding of safeguarding is weak. They do not recognise signs or symptoms of the different types of abuse, such as radicalisation, female genital mutilation or county lines. Staff demonstrate a poor understanding of the setting's safeguarding policy. At times, they are unsure of the correct action to take if there are concerns about a child's welfare. This places children's safety at risk. However, leaders ensure that they carry out suitability checks on staff before they offer employment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
train all staff on the safeguarding policies and procedures.	24/06/2022

Setting details

Unique reference number	EY447806
Local authority	Birmingham
Inspection number	10233829
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	60
Number of children on roll	57
Name of registered person	Little Pixies Club
Registered person unique reference number	RP531665
Telephone number	07496669110
Date of previous inspection	14 September 2016

Information about this early years setting

Little Pixies Before and After School Club registered in 2012. The club operates a before-school club from Monday to Friday 7.30am to 9am and from 3.20pm to 6pm. On Friday the after-school club is from 1.5pm to 6pm. The club operates during school term time only. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Louise Chinyuku

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the setting.
- Children spoke to/communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated registered individual about the leadership and management of the setting.
- 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.

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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