

Inspection of Inspired Children's Club - Cherry Orchard Primary School

Cherry Orchard Primary School, Cherry Orchard Road, Birmingham B20 2LB

Inspection date:

10 June 2025

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

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

This is a welcoming and inclusive setting where children enjoy spending time together after school. Staff provide a safe, inclusive and nurturing environment. They build strong relationships with children and tailor their approach to meet children's individual needs. Through consistent routines and respectful interactions, staff help children feel secure, confident and happy. Consequently, children feel safe and valued and are happy to attend.

Staff set up activities for children to access when they arrive. They prepare play zones and encourage participation from options such as arts, crafts and sports. Children engage with these activities and play well together. Staff have clear expectations for children's behaviour. Children understand and follow the rules and routines. Relationships between staff and children are mutually respectful. Children are caring and kind to others. For instance, older children notice when younger children need help and step in to support them. This demonstrates strong peer relationships and supports the development of younger children's emotional security.

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

- The provision is inclusive and adapted to meet the needs of all children. Staff treat each child as an individual and respond sensitively to their needs with tailored support and individual adaptations firmly in place. Children with special educational needs and/or disabilities are supported to feel safe, secure, confident and valued. For instance, staff accommodate requests to play in quieter or smaller spaces. Since the last inspection, leaders have developed clear care plans for children with additional needs, including allergies, ensuring their needs are well understood and met effectively.
- Staff plan weekly focus activities for children to enjoy, including sports, arts, crafts and baking. These are offered alongside general resources such as books, board games and construction toys. While children engage well with these activities, they are not based on the children's own ideas or interests. Children can request additional resources if they wish to play with something not currently available, but they do not have opportunities to contribute to planning or shape the provision according to their preferences.
- Staff manage arrivals and departures effectively to ensure children's safety and well-being. They maintain a positive relationship with the school they work with, exchanging information consistently. For example, when collecting children from their classrooms, staff check with teachers for any updates about the children. These details are recorded and communicated to parents. This strong collaboration between staff, parents and the school helps provide seamless and

effective care for the children.

- Staff promote hygiene and safety by encouraging routines such as handwashing before meals and walking safely indoors. Children enjoy a variety of snacks at the club. However, some children and parents have said that they would like to see more choice. Staff follow food safety guidance and ensure all dietary needs, including allergies and preferences, are managed effectively. Snack time is a sociable occasion where staff sit and talk with children, helping to build their communication and social skills. Staff remind children to use good manners, such as 'kind hands', and praise positive behaviour often. As a result, children behave well, are sociable and become increasingly independent. They demonstrate good manners and talk confidently with staff and their friends.
- Staff complete essential training, including safeguarding and first aid. They are knowledgeable about the club's policies and procedures and understand how to apply them effectively to ensure children's safety.

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	2708520
Local authority	Birmingham
Inspection number	10378305
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	48
Number of children on roll	81
Name of registered person	Inspired Children's Club Limited
Registered person unique reference number	2708519
Telephone number	07824 993 601
Date of previous inspection	5 November 2024

Information about this early years setting

Inspired Children's Club – Cherry Orchard Primary School registered in 2022 and is in Birmingham. The setting provides care for children before and after school, from 7.30am to 9am and from 3.20pm to 6pm, Monday to Friday, during term time. The setting employs four members of childcare staff. Of these, one holds a suitable early years qualification at level 4 and one holds a qualification at level 3.

Information about this inspection

Inspector

Sarah Dukes

Inspection activities

- The inspector viewed all areas of the club used by children.
- The inspector observed the interactions between the staff and children during the inspection.
- Children and staff spoke to the inspector during the inspection.
- The inspector reviewed a range of documentation to demonstrate the suitability of staff.
- The inspector reviewed comments from parents 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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