

Honey Bears

Inspection report for early years provision

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EY357494

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Honey Bears at Penns Primary School is one of three out of school clubs run by the partnership of Honey Bears. It opened in 2007 and operates from one room in a portacabin building, situated on the grounds of Penns Primary School in the Sutton Coldfield area. There is limited access for wheelchair users. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 24 children may attend the out of school club at any one time. There are currently six children attending who are in the Early Years Foundation Stage (EYFS). The club is open each weekday from 07:30 to 09:00 and 15:30 to 17:30 term time only. School holiday provision is provided off-site at Honey Bears @ Yenton. All children share access to a secure enclosed outdoor play area. The out of school club is for the sole use of the children who attend Penns Primary School. The out of school club employs three staff, all of whom are qualified.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children have opportunities to engage in a range of age-appropriate games and activities in a relaxed atmosphere after the rigours of the school day. Staff provide a welcoming and inclusive environment where children are respected, treated as individuals and their welfare is generally well maintained. Assessments have not yet been formalised to clearly identify the next steps in children's progress, and planning for the Early Years Foundation Stage is in the development stage but lacks sufficient detail. The provision's capacity to improve is being explored by management and staff, with systems for self-evaluation in the process of being implemented.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure risk assessments are carried out daily
- develop the assessment systems to enable information about children's development to be used to inform planning for their next steps
- develop planning to ensure that all areas of learning and development are covered over time
- continue to develop systems for self-evaluation.

The leadership and management of the early years provision

The owner and staff are enthusiastic in their delivery of a provision which effectively meets the needs of the children in relaxing and socialising after school. Children are well protected because staff have a sound understanding of child protection issues and their individual responsibilities. Systems for the recruitment

and vetting of staff are effective in ensuring that children are cared for by suitably qualified and experienced staff.

The owner and the staff have a realistic approach to identifying strengths and areas for improvement within the setting, although this process is hindered by the limited use of a self-evaluation process which is being developed. Staff appraisals are developed to identify training needs to further enhance experiences for the children and maintain staff skills. Parents receive information about the setting through the freely available policies and procedures displayed on the wall, as well as through verbal daily discussions with staff regarding children's learning and development and daily activities.

The planning of activities is generally basic and does not ensure that all areas of learning are covered over a period of time. Staff are in the process of conducting observations on the children in the Early Years Foundation Stage and systems for recording these are currently being developed. Children learn to be aware of their own safety as staff remind them to be careful as they play and move around. Records indicate that fire drills are carried out regularly reinforcing children's understanding of the evacuation procedure. Risk assessments are held and identify where hazards may arise and how they can be minimised, however, staff fail to carry these out effectively to ensure children's safety.

The quality and standards of the early years provision

Children are confident in their environment and quickly settle into their chosen activities. They make good use of the club room, moving around at their own leisure and self-selecting from a varied range of activities. They enjoy attending the club and some show disappointment when their parents arrive early to pick them up. Children have opportunities to interact with their friends in a relaxed atmosphere, or letting off steam in the school playground, playing football or with hoops. Clear policies and procedures guide staff and inform parents about the service which meets the needs of the children given their structured school day beforehand. Opportunities are available for children who may wish to sit quietly and unwind or become engrossed in designing Valentine cards, modelling with play dough or using their imagination to role play.

Children behave well, responding to gentle reminders from staff about the club's rules and about considering the needs of each other. They have access to resources, such as books, small world play figures and a range of board games. Children learn about the diversity of their community by staff who encourage them to understand cultures and values which are different, by making lanterns and fans in celebration of festivals, such as Chinese New Year, Eid and Diwali.

Children with learning difficulties and/or disabilities are generally supported as staff work with parents and other agencies to ensure they are offered an inclusive provision. Children's health and dietary needs are met at all times because staff are fully aware of their needs. They are provided with a healthy and nutritious range of snacks, which includes fresh fruit and regular drinks. Children's accident,

medication and emergency consent forms are all fully maintained to ensure their well-being is safeguarded.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.