

# Honey Bears Out Of School Club

Inspection report for early years provision

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**Unique reference number** EY380752  
**Inspection date** 01/04/2009  
**Inspector** Jennifer Turner

**Setting address** The Salvation Army, 93 Station Road, Erdington,  
BIRMINGHAM, B23 6UG

**Telephone number** 0121 350 5151

**Email**

**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 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 Out of School Club is run by the partnership of Honey Bears and is one of three privately run out of school clubs. It was registered in 2008 and operates from The Salvation Army in Erdington, Birmingham. The club takes and collects children from Osbourne and Abbey primary schools within the local area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. The club is registered to provide care for 24 children aged from four to under eight years at any one time. There is currently 16 children on roll, of whom one child is within the early years age group. The admissions policy allows children up to the age of 11 years to attend. The club supports children with learning disabilities and/or disabilities.

The club opens five days a week during school term times. Sessions are from 07.30 to 09.00 and from 15.30 to 18.00. Children attend a variety of sessions. Three members of staff work with the children, all of whom hold relevant early years qualifications. The setting receives support from the local authority, and holds an Aiming High award.

## Overall effectiveness of the early years provision

Overall, the provision is satisfactory. Staff demonstrate some awareness of the requirements of the Early Years Foundation Stage (EYFS) in order to promote children's welfare, learning and development. Planning for the Early Years Foundation Stage is being developed but is brief and lacks some detail. Assessments are also developing, but does not clearly identify the next steps in children's progress. Information is provided by parents and carers in order to meet children's different care needs, however links with other settings where children attend are not fully explored. Staff are proactive in ensuring that the needs of children with learning difficulties and/or disabilities are met. Staff are in the process of identifying their strengths and weaknesses and ways in which to improve the service provided through the use of parents questionnaires and self-evaluation.

## What steps need to be taken to improve provision further?

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

- update the accident records to ensure all relevant information is recorded
- extend the assessment systems to enable information about children's development to be used to inform planning for the next steps
- develop planning to ensure that all areas of learning and development are covered over time
- develop the links with other settings for providing for children in the Early Years Foundation Stage
- develop a system to risk assess the premises on a daily basis.

## **The leadership and management of the early years provision**

The management team has some understanding of where improvements are required to ensure effective outcomes for the one child currently attending who is in the Early Years Foundation Stage. They are devising systems for planning, assessing and developing their understanding of the EYFS through attending training. However, these are at the early stages of development and do not ensure full coverage in the area of learning and development or children's next steps. Children follow suitable hygiene practices to prevent cross-infection. They are encouraged to wash their hands after toileting and before snack time. The premises are clean, tidy and well-maintained and both staff and children follow good practices to reduce the risk of cross-infection by wearing disposable gloves when handling food.

Children's health needs are generally supported as procedures are in place to ensure children are cared for appropriately if they become ill. Written consent is in place from parents to enable the setting to seek emergency medical advice or treatment. A member of staff is on duty who is qualified to administer first aid and therefore respond appropriately to accidents should they occur. However, the accident records lack sufficient information about the specific area of injury. Parents receive useful information about the out-of-school club, its policies and procedures, and their children's progress and development through daily verbal information. Regular newsletters and questionnaires ensures parents views are gathered and parents report that they are happy with the care their children receive and the good relationship they have with staff. Links with other settings who provide care for children in the EYFS is not fully developed to ensure children receive appropriate support.

Children are protected to some extent by safety measures carried out by staff, such as monitoring entry to the club to prevent unauthorised access and visitors are asked to sign in and out. There are procedures in place for staff to follow in the event of a child not being collected from the setting or a child being lost. Although staff carry out daily visual checks on the premises they fail to record these check to show how children are protected from potential hazards. Children are protected from possible abuse or neglect because staff have a satisfactory understanding of child protection issues. There is a written statement for safeguarding children and a copy of the guidelines is available and is shared with parents.

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

Overall the quality of the provision is satisfactory. Children are familiar with the routine of the session. They usually have snack time on arrival and engage in activities once snack time is over. Activities are always organised when children first come from school, some initiated by staff, for example, creative activities, snooker game, collages or board games. Children know that they can choose what they play with and they enjoy making chocolate crispies for their Easter baskets or

making dens using large pieces of fabric. Children benefit from a good range of activities such as arts and design, creative and imaginative play. They show good levels of involvement in their chosen play, for example, children negotiate and easily play together and challenge staff at the pool table, whilst others are keen to engage in creative activities such as weaving or making patterns with glitter paint.

Inclusive practice is promoted well as all children are welcomed and are given the opportunity to take part in activities. Children learn about the wider community through activities such as celebrating different religious and cultural festivals, tasting food or making Easter baskets. Children are supported by staff in developing awareness about what is right and wrong. Children are involved in devising the club rules which are displayed in the room and they are praised for their achievements and good behaviour is valued. Children play computer games and use the games console. While using the computer older children play cooperatively, challenging staff to games and chatting about the game and what they are doing. Although there are no outdoor play areas on the site of the club, children are able to use the play ground of a local school twice a week and staff plan indoors games to keep children active.

Children's behaviour is addressed as part of their individual care programme. Their understanding of what is expected of them is fostered continually by staff who are sensitive when reinforcing the groups expectations and boundaries for good behaviour. Clear explanations are communicated to the children which are appropriate to the child's level of understanding. Consequently, children are beginning to learn how to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is further developed as they respond to gentle reminders from staff, to care for their environment, resources and each other.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3
How well are children safeguarded?	3

### Quality and standards

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

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## **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