

Honey Bears Out of School Club

Inspection report for early years provision

Unique reference number EY339042
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Inspector David Shepherd

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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 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 opened in 2006. It operates from the community room, dining room and associated facilities at Yenton Primary School, Erdington, Birmingham. The club has use of the school playground and its adventure equipment. Disabled access is via the main entrance. A maximum of 39 children may attend the setting at any one time. There are currently 30 children aged from five to 11 years on roll of whom five are of Early Years Foundation Stage age. Most children attend Yenton Primary School, but one other comes from another school. The club supports children who have learning difficulties and/or disabilities and those for whom English is an additional language. The club is open each weekday from 07:30 to 09:00 and from 15:15 to 18:00 during term time and from 07:30 until 18:00 during the school holidays. Four members of staff work at the club, all of whom hold appropriate early years qualifications. Links with the school are good. The club is on the early years register and the compulsory and voluntary childcare registers.

Overall effectiveness of the early years provision

Provision in Honey Bears Out of School Club is good. The club meets the welfare and learning development needs of all children of Early Years Foundation Stage age well. It is a happy place and children enjoy the activities provided for them. The staff are appropriately qualified and know the children well. This ensures that all children are fully included, engaged in and enjoy their activities. The manager and staff review their work systematically and have an excellent capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- ensure planning includes what children are to learn under each area of provision
- assess and record the progress children of Early Years Foundation Stage age are making in all six areas of provision and share this with parents and the school

The leadership and management of the early years provision

The manager and staff ensure that children of Early Years Foundation Stage age receive a varied programme of activities that reflect the six areas of learning. A wide range of policies is in place that ensure the efficient management of the after school club and the children's safety and well-being. Administrative tasks, such as marking the register, are carried out efficiently.

Staff are appropriately qualified and continue to be trained to obtain further

qualifications. Of the four staff, three have a level three qualification and one has a diploma in early childhood education. All have a paediatric first aid certificate and are CRB checked.

Staff are deployed effectively. They act as key workers to children of Early Years Foundation Stage age whom they know well. This ensures that the specific needs of these children are met well.

Staff review their practice at the end of each session. They meet formally each half term to review their practice further. They are successful in continuing to make improvements to the provision. The manager is using the national guidance on self-evaluation for all aspects of provision for children of Early Years Foundation Stage age very well. She is identifying some useful areas for improvement, such as "to continue to give children new challenges to be confident to reach the early years goals" and "to continue to develop our system of assessing children to reach their goals". The capacity to make improvements is outstanding.

The accommodation available to the club is spacious. The community room and dining room are generous in size and the school playground is extensive. It includes a selection of adventure equipment and quiet areas. It is well maintained and provides a stimulating environment for children. Weather permitting, good use is made of the outdoor provision to promote children's physical development and healthy lifestyles.

Staff work effectively with parents. Parents receive newsletters twice a year informing them about events taking place at the club. They have access to a range of key policies and procedures, such as complaints, health and safety, uncollected children and food handling. They respond to questionnaires sent out each term by the staff and express their views about the quality of provision. They are provided with an informative portfolio of the achievements of children of Early Years Foundation Stage age that includes photographs as well as comments about their progress in all the areas of learning. However, they are not provided with a timetable of activities children experience at the club.

The club has implemented effectively the recommendations from the previous report.

The quality and standards of the early years provision

Children are developing good social habits and behave well. They form good relationships with all staff and want to please them. They get on well with each other. Older children include the younger ones in their activities and this enriches the provision for the children. This helps to make them good learners and well prepared for their schooling. They walk, run around and play in sensible and orderly ways. They do not get in each other's way and have due regard for adults, furniture, equipment and materials. The club is a happy and welcoming place and provides a secure and enjoyable environment for all children, including those of Early Years Foundation Stage age.

Children feel safe because the furniture, equipment, toys and materials are suitable for the children's ages and in good condition. This helps to keep them safe, free from the risk of careless accidents and helps them to make a positive contribution to the smooth running of the club. Risk assessments are carried out systematically for all inside and outside activities. Daily risk assessments checking on any damage that might have occurred the previous day to furniture, equipment and toys also take place. The manager is currently reviewing the system for recording risk assessments to make them easier to follow.

Good emphasis is placed upon children washing their hands before having their tea. Children eat healthily from the good quality food provided at the club. This includes beans and spaghetti on toast, a selection of fruit, fruit juice and water. Water is available all the time. Children enjoy eating their tea in a friendly and sociable setting. They play outside in the fresh air weather permitting.

Children take part eagerly in and clearly enjoy their activities. During the inspection, this included playing computer games, art and craft activities, playing with different types of construction kit, constructing jigsaws and playing pool. Evidence from around the room indicates that children have opportunities to make collages, practice common words of fruit and food, count up to ten and read in a quiet area. Outside activities included climbing on the adventure frame, football and practising bat and ball skills. Good opportunities are provided for children to chat with each other and with adults. This promotes successfully their skills in speaking and listening. All areas of the Early Years Foundation Stage provision are provided over time. Planning is carried out for each day, but this does not include what children of Early Years Foundation Stage age are to learn in the different areas of provision. The achievements of these children are assessed and recorded but this is not carried out so that parents and staff can easily identify the progress being made by these children in each area of provision.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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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