

Helping Hands

Inspection report for early years provision

Unique reference number EY403842
Inspection date 13/05/2010
Inspector Elaine Poulton

Setting address Holy Name RC Primary School, Cross Lane, BIRMINGHAM,
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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Helping Hands Breakfast and After School Club is privately owned and has been registered since 2009. The setting has use of the club room, computer room and the main hall situated in the Holy Name Catholic School, Great Barr, Birmingham. There is a fully enclosed outdoor play area. Access to the building is via the playground and ramp into the main club room.

A maximum of 20 children under eight years of age may attend the setting at any one time. Currently there is one child on roll in the early years age range. Helping Hands club also cares for children up to 11 years of age. This provision is registered by Ofsted on the Early Years Register and compulsory part and voluntary part of the Childcare Register. The out of school provision is open Monday to Thursday 07:45am until 09:00am and 03:30pm until 05:45pm term-time only. The club has systems in place to support children with special educational needs and/or disabilities.

The setting employs three members of staff to work with the children. Two staff have an appropriate Level 3 Early Years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this before and after school provision. Staff work well together to provide an environment where each child is respected and valued for their uniqueness. They have a good understanding of the welfare requirements and generally safeguarded children's good health and well-being effectively. They are continuing to develop their knowledge and understanding of the Early Years Foundation Stage particularly with regard to the learning and development requirements. Partnerships with parents are good and the links with others involved in the delivery of the Early Years Foundation Stage are satisfactory. The system for self-evaluation is in the early stages of development and as such is not fully effective.

What steps need to be taken to improve provision further?

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

- obtain necessary information from the parents in advance of a child being admitted to the provision about who has legal contact with the child and who has parental responsibility for the child
- develop further knowledge and understanding of the learning and development requirements and assessment systems linked to the Early Years Foundation Stage
- develop ways of building partnerships with other providers involved in delivering the Early Years Foundation Stage to promote consistency and

- coherence
- develop further the process for evaluating the quality of the provision to clearly identify strengths and areas for future development to ensure outcomes for children are improved upon.

The effectiveness of leadership and management of the early years provision

Safeguarding children is good as children are cared for by staff who are vetted and their suitability ensured through a secure selection process. Most policies, procedures and permissions follow the Local Safeguarding Children's Board guidelines. Staff have attended training to keep their knowledge and understanding of child protection issues up-to-date. There is a robust risk assessment in place and daily checks are conducted before the children arrive to minimise potential hazards. Children are encouraged to keep themselves and others safe. For example, they are reminded about safety issues whilst using a chopping board and knife to peel, slice and chop fruit at snack time.

Staff work well as a team to plan and provide a wide range of age-appropriate play experiences for the children that are enjoyable and interesting. However, the Early Years Foundation Stage learning and development requirements are not implemented fully to support children's learning and development. Despite this younger children are making sound progress toward the early learning goals. Plans are loosely linked to the six areas of learning and to themes and topics in the main school. For example, the current theme is India. This demonstrates that a useful liaison is beginning to develop between the club and school. The staff understand the importance of fostering links with other's involved in the delivery of the early years framework to benefit children's development and consolidate their learning. A varied range of toys, game and resources are readily available for children to explore and enjoy. Equipment and resources are deployed effectively and children can independently select creative, active or quiet activities and initiate their own play alongside their peers if they wish.

Staff maintain positive relationships with parents and carers, providing them with information about the setting but have not yet sought to gain required information regarding parental responsibility and parental contact. This has the potential to compromise children's safety. Staff know the children well and have a good understanding of issues relating to equality and diversity, as they provide a service that ensures all children and their families are included.

Systems to self-evaluate the quality of the provision are in the early stages of development and do not yet fully identify areas for improvement. However, a variety of strategies are used to ensure information is regularly shared. Staff ask children to evaluate the activities they are involved in and to make suggestions about future ideas for activities on the 'assessment tree'. Views and opinions about improvements to the club are sought from the parents and their responses are very positive. Some of the comments include, 'This club is good and the staff work really hard. My child enjoys it here so much that she does not want to leave at home time.'

The quality and standards of the early years provision and outcomes for children

Staff arrange activities in the 'home corner' on tabletops and on the floor at the beginning of the session from which children are able to choose. Children enter the club room with enthusiasm and are happy and relaxed. Staff build warm and trusting relationships and are enthusiastic in their interaction with the children. This means that children are confident around staff and are keen for staff to join in their games. A range of activities are planned to loosely cover the six areas of learning which are varied, stimulating and fun. For example, the 'home corner' is sometimes turned into a fairy castle and on other occasion is a garden centre this allows younger children to develop their imaginative and role play skills.

Children's knowledge and understanding of the world is promoted well as they look at different countries, their traditions, customs and foods and people's differences. For example, they make flags for St Georges Day, they create shamrock art for St Patrick's Day, and they learn about festivals such as Eid. Creative activities, such as art and craft, are regularly incorporated into the routine. Children enjoy making masks, kites, cards and they are keen to practise their developing mark-making skills with crayons and pencils that they access freely from the creative drawer. The children also have regular access to the computer suite and this helps them to learn skills for the future. They also learn how to care for plants such as sunflowers and to recycle resources and to make compost to use in the outdoor 'growing area'. There is ample opportunity for children to play quietly or relax. They particularly enjoy their time spent in the outdoor area playing tennis and ball games.

Children's behaviour is managed well in the informal environment and staff have high expectations and praise children for their good behaviour and consideration towards others. Their good health and well-being is well promoted as they follow familiar routines for hand washing with regard to messy play and eating, with staff supervising them during the 'bathroom run'. They enjoy the various snacks that comprise of fresh fruit such as pineapple, satsuma's and apples, toast and their favourite spreads. Water is always ready available. Children enter into discussions on the merits of healthy eating with staff and each other. This promotes a healthily lifestyle.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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