

# Helping Hands

Inspection report for early years provision

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**Unique reference number**

EY416153

**Inspection date**

13/01/2011

**Inspector**

Sally Smith

**Setting address**

Pennyhill Primary School, Hollyhedge Road, WEST  
BROMWICH, West Midlands, B71 3BU

**Telephone number**

0121 5882230

**Email**

**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 2010. The setting has use of the Club Room situated in Pennyhill Primary School, West Bromwich. There is a fully enclosed play area available for outdoor play. Access to the building is via the playground and four steps up to the provision.

A maximum of 40 children from three to eight years may attend the setting at any one time, of whom no more than 26 may be in the early years age range. There are currently 60 children on roll. This provision is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The club is open Monday to Friday from 7.30am to 9.00am and 3.30pm to 6.00pm term time only.

The setting employs four members of staff to work with the children. Three staff have an appropriate early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff are welcoming and make children feel comfortable, enabling them to relax after their day at school. A suitable range of resources are available to support children's play and learning. Staff establish effective partnerships with parents and staff within the school therefore ensuring they can support children's individual needs. Systems are in place to evaluate the provision and make improvements. However, some policies and procedures are not consistently implemented by staff.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the daily record of the names of the children looked after on the premises includes their hours of attendance (Documentation)(also applies to the compulsory part of the Childcare Register) 22/04/2011

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- increase further the range of programmable toys as well as equipment involving information and communication technology, such as computers.
- ensure that all written policies are followed in practice to promote the welfare of children further, with particular regard to outdoor play and food

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

Staff are clear in their understanding of safeguarding procedures and the signs and symptoms of abuse. These procedures are shared with parents so that they are aware of the responsibilities of the club to report any concerns. Appropriate vetting procedures are in place to ensure that all staff working with children are suitable to do so, and effective steps are taken to ensure that their ongoing suitability is assessed. There are clear written policies and procedures for the safe and effective management of the club in place. However, in practice there is a gap in what is written down and the reality of the daily routines. For example, risk assessments specify that walkie talkies are taken outside with staff, enabling them to communicate with staff inside. However, this was not observed at the time of the inspection. Attendance records do not accurately record children's arrival and departure.

Staff establish effective partnerships with parents and carers so that information is shared. All families are made welcome with lists of words on display from home languages used by children in the club. Parents complete questionnaires about the provision and are also encouraged to put forward suggestions for improvement. Staff take time at the end of the session for informal talks with parents. Good links are established with staff at school so that children are supported and their individual needs met.

A comprehensive self-evaluation is in the process of being completed to identify future improvement. All staff contribute to this process and the opinions of the children are also sought. The owners are very keen to provide a quality service and seek the advice of early years professionals in order to achieve this. They take on board any suggestions made to improve outcomes for children. Staff have opportunities to attend training to update their knowledge and skills.

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

Children enter the club happily after finishing school. They engage with staff talking about their day as they select what they want to do. They wash their hands, before most of the children sit to eat their snack. However, whilst the written policy states that children develop good eating skills and table manners this is not consistently implemented by staff. During the inspection, some children were observed walking around with their food and at the same time playing with various resources. This may potentially confuse their understanding of appropriate hygiene routines. Children eat a range of healthy snacks and always have access to a bowl of fruit which they can help themselves to at any time. Fresh drinking water is readily available.

All children attend school and therefore staff at the club deliver the Early Years

Foundation Stage over a short period of time. They liaise with reception class teachers endeavouring to compliment what is being delivered at school so that children's learning and development is consistent. They also work very closely with the Special Educational Needs Coordinator within school so that all children are fully supported. Staff demonstrate some understanding of the learning and development requirements for the Early Years Foundation Stage.

Children are assigned a designated member of staff as their key person. They are responsible for observing and recording observations of children's learning and progress. However, whilst they link what they see to the six areas of learning, connections are not yet made to the 'Development matters' prompts. This limits staff's assessment of the learning taking place and their ability to plan for children's next steps. However, staff know the children's preferences and where support is required so they can plan resources and activities accordingly. They ensure that an art and craft activity, based on child-choice, is available each day. Outdoor play is also popular to burn off excess energy so children regularly play football, team games or generally run around. Children are consulted about the club, what they like and dislike about the routine and any suggestions for improvement. They are also consulted about new resources and equipment. However, there is limited play equipment and resources to incorporate information and communication technology.

Staff's main priority is ensuring that children are happy in their play and their personal, social and emotional needs met. Children make friends and play well together, sharing and taking turns. They are gracious losers when playing card and board games. Children know the routine and what is expected of them, generally behaving well.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 22/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 22/04/2011