

Helping Hands

St. Marks RC Junior & Infant School, Almond Croft, BIRMINGHAM, B42 1NU

Inspection date

Previous inspection date

01/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Staff have a satisfactory understanding of the Statutory Framework for the Early Years Foundation Stage and plan and provide a varied range of resources and activities that interest children and promote their learning and development.
- Staff greet children warmly and show a genuine interest in them as they support their play, ensuring children feel safe.
- Children freely select which resources they want to access or which of the activities provided they prefer, which encourages children to make their own decisions and grow towards independence.

It is not yet good because

- The self-evaluation process has not yet developed sufficiently to raise the quality of the provision through careful monitoring, analysis and challenge. As a result, not all safeguarding and welfare requirements are met.
- The key person system is not properly established and parents are not aware of the purpose or who their child's key person is.
- The leadership and management structure has not been considered to ensure there is a designated deputy to take charge in the absence of the manager.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held meetings with the owners of the setting.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector spoke with staff, children and four parents as part of the inspection visit.
- The inspector was shown around the areas, both inside and outside, which are accessed by the children, and observed activities indoors.
- Records, policies, procedures and documentation were looked at by the inspector.

Inspector

Susan Rogers

Full Report

Information about the setting

Helping Hands before and after school club is privately owned and is one of four settings owned by the same partnership. It was registered in 2012 and has use of the club room and the main hall situated in St Marks RC School, in Hampstead, Birmingham. There is a fully enclosed outdoor play area. The club is open five days a week during school term

times from 7.30am until 9am and from 3.30pm until 6pm. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club serves children aged from four to 11 years who attend the school. Currently there are 19 children on roll, three of whom are in the early years age group. The club employs six members of part time staff. Of these, four have an appropriate early years qualification and two are working towards a qualification. The club is supported by the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there is a named deputy who, in the judgement of the management, is capable and qualified to take charge in the manager's absence
- assign a key person for each child and explain their role to their parents to help ensure that every child's care is tailored to meet their individual needs, help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

To further improve the quality of the early years provision the provider should:

- improve the system for parents' contributions to their child's initial assessments of their starting points on entry to the club
- improve the system for self-evaluation to inform the club's priorities and to set challenging targets for improvement
- improve the system for working with settings in which children spend more time to enable accuracy of planning activities that met children's individual needs.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programmes are sound across the seven areas of learning. Experiences interest children and arouse their curiosity, and allow sufficient challenge to extend their learning. Staff support children in their play, ask questions and demonstrate a suitable knowledge and understanding of how to promote the learning and development of young children. Children build warm relationships with the staff, who are happy to sit and discuss

aspects of their learning and support their activities. For example, colouring in their drawings, participating in board games and helping them identify different shapes. Sessions are evaluated by staff, who review this with managers and look at ways that they can improve what they offer children. Although there is communication with children's teachers as children are collected from their classrooms, children's starting points are not consistently collated as they commence attending the setting. This limits the accuracy with which staff plan for children's individual needs as their learning progresses. The system for working with settings in which children spend more time is developing, however, this does not enable accuracy of planning activities that met children's individual needs. The key person system has not yet been established in the club, limiting the opportunities for staff to keep parents fully informed of their child's progress.

Children are supported appropriately as they develop physical, communication and social skills. They chat to each other as they sit and eat their snack and there are opportunities for children to use malleable materials and paint. Children's mathematical skills are supported as they play board games with each other and discuss their own winning strategies. They use pencils and colouring pens to create pleasing images and use junk materials to create three-dimensional shapes. Children establish friendships and are considerate of the needs of others. They enjoy imaginary play activities as they easily access the home corner equipment and encourage other children to join in their play. Children follow the boundaries and behave well; they negotiate the space successfully and follow instructions. Sufficient opportunity is provided for children when they start at the club as they are able to explore their new environment independently. Staff are able to identify when children with special educational needs and/or disabilities are not making progress. They seek advice from outside agencies that provide the necessary support and plan strategies that support children's progress.

The contribution of the early years provision to the well-being of children

Children enter confidently into the club and are happy to make their own play choices as they relax after school. Routines that promote their health and well-being are embedded so that children wash their hands before they eat, and there are procedures in place for the recording of any accidents. Children enjoy a warm snack of toast and beans or sandwiches and a drink of either milk or squash after they have finished school. Breakfast cereals and toast are served at the before school sessions. Staff ensure that children are developing a good understanding about healthy practices and encourage children to eat fruit for snack every day. They eat as much fruit as they wish from the well-stocked fruit bowl which is readily accessible. This encourages children to discuss their food preferences with each other and devise ways of eating exotic fruits, such as kiwi fruit.

Children play safely as they are reminded by staff to consider other children and to share. Children help themselves to drinks whenever they wish, which promotes their independence. Although the key person system is not yet established staff share information with parents as they collect their child. Staff also speak to the child's teacher to discuss any concerns and support aspects of children's care. However, discussions are less focussed on how best to complement children's learning and development. Children share and take turns and have opportunities to develop their social skills and

independence as they talk to their friends at tea time. They are starting to take responsibility in the club as they help to tidy toys and equipment when they have finished playing.

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

Staff have a secure understanding of their responsibilities for safeguarding children, and managers know how to pass on concerns. They attend update training and all staff read and understand the club's safeguarding procedures. Staff are supported through an appraisal system and have access to regular training and professional development opportunities. The staff team are experienced in supporting the different needs of the range of children who attend the club and offer a choice of activities to support all areas of learning. There is an appropriate balance of activities that allow children to choose and interact with staff. The systems for monitoring and evaluating practice and ensuring that the requirements are being met are developing. As yet, it is not fully effective and does not draw on the opinions of children and their parents. This means that not all areas for development are fully identified. For example, the club has not yet appointed a deputy manager who is able to take charge in the absence of the manager and there is no key person system in place.

Children's welfare is promoted as staff provide a safe setting for them to use, which is maintained through regular visual and written risk assessments. The organisation for collecting children from the host school is sound as staff collect younger children directly from their classrooms. Staff work closely with teaching staff to ensure they know which children are attending each after school session.

Outdoor play is offered when this is possible and children are closely supervised as they walk to the school playground. A welcoming environment is provided where children enter happily, enjoy the company of their friends and initiate their own play activities. Consideration has been given to the organisation of the premises so that all children can access their preferred activities as these are stored so they are accessible. Staff greet parents in a friendly manner when they collect their child from the club. They exchange information with teachers and work together to support children. Parents comment that they are happy with the club and feel that staff keep them informed of their child's activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446571
Local authority	Birmingham
Inspection number	798880

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	16
Number of children on roll	19
Name of provider	The Partnership of Samantha Kolar and Michelle Kirwan
Date of previous inspection	Not applicable
Telephone number	0

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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