

Honey Bears Out Of School Club

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

Inspection date

12/02/2013

Previous inspection date

01/04/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children enjoy the varied range of activities and experiences on offer to them in the club.
- All staff members are good role models and use consistent and clear boundaries for children who understand and follow the rules of the club, which ensures that they all enjoy a harmonious environment.
- Staff make parents feel welcome at all times. Parents and staff exchange highly useful information on a daily basis. This keeps parents well informed about their child's progress and enables staff to share ideas for supporting children's learning further.
- There are good systems in place to identify the strengths and weaknesses of the provision to enable the setting to move forwards and sustain improvement.

It is not yet outstanding because

- There is scope to further extend on partnership working with other providers to obtain a fuller picture of children's next steps, especially where the child attends the other setting for most of their Early Years Foundation Stage provision.

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 observed activities in the main play room and children having their tea-time snack.
- The inspector spoke to staff and interacted with children throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector took into account the views of parents and children spoken to on the day and from written questionnaires they complete.

Inspector

Patricia Dawes

Full Report

Information about the setting

Honey Bears Out of School Club was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a private building in the Erdington area of Birmingham and is managed by a partnership. It operates from one room within the building. The group serves the local area and is accessible to all

children. The group employs three members of child care staff. All of these hold appropriate early years qualifications at level 3. The group opens Monday to Friday, from 7.30am to 9am and 3.30pm to 6pm during term-time. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group.

What the setting needs to do to improve further

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

- extend further the partnership working with other providers to obtain a fuller picture of children's next steps, especially where the child attends the other setting for most of their Early Years Foundation Stage provision.

Inspection judgements

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

Children are happy and enjoy coming to the out of school group and taking part in the activities available after a busy school day. They settle quickly into the routine, hang up their coats and bags and take an active role in calling the attendance register. They relate well to their peers and staff, who support and encourage them to develop in confidence. Children are actively involved in planning and staff work well to accommodate children's preferences and support their progress. As a result, children are well prepared for their next steps in their learning. Staff members join children in their play and foster children's language development through conversations. They observe children and make notes to include in children's learning journals. Staff engage parents to share children's prior skills, knowledge and understanding through discussion at the registration visit. Parents have opportunities to be involved in their children's learning and development through daily conversations with their child's key person as they drop off or collect their children. Information about their children's learning and development is also available for them to see in the photographs displayed on the wall.

The environment is organised well to enable children to explore and investigate. Staff create a secure environment where children demonstrate a sense of trust and develop warm relationships with adults and peers. Good organisation of resources promotes inclusion and provides free choice to encourage children's independence in initiating their own play. A good range of activities are planned to support children to learn about their community and the wider world. For example, children have painted self-portraits for the birthday board which reflect the diversity within the group. They join in with staff to

discuss Shrove Tuesday, Lent and the reasons why people eat pancakes on Shrove Tuesday. Staff organise the environment to enable young children to be active and improve their abilities in coordination, control and movement as they play construction games or use the dance mat on the games console. Children develop their understanding of mathematical concepts as they enjoy playing table top games that require them to balance the scales and count.

Children's art and design skills are reinforced as they choose to spend time at the craft table where they design and create their own Valentine gift boxes and talk excitedly about who will be receiving them. Displays of children's work and photographs of them enjoying activities provide opportunities for children to recall events and promote their self-esteem. Younger children enjoy exploring different toys and playing with older children to improve their social skills. Children are able to relax in the book area where they take part in conversation with the staff and their peers or spend time looking at books. These activities support children's communication skills.

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

Children tell their parents and visitors that they enjoy attending the club. They are happy to stay and play when they arrive and they enjoy positive relationships with staff members and other children attending the club. They are effectively supported to manage their feelings and behaviour. All staff members are positive role models and take time to praise children when they show kindness to others, for example, when they include others by sharing and taking turns. They select and choose activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys. A well-established key person system ensures consistent care for children, which helps them to feel happy and secure. All toys and play equipment are maintained by staff who check them daily. Children are able to play happily and securely because the resources and play area are safe and suitable. As a result, children enjoy a very pleasant environment, which supports their well-being and enjoyment of all activities.

Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. They enjoy sociable meal times and choose and enjoy eating freshly prepared food, which promotes healthy eating. There are good opportunities for children to become active and learn about the importance of exercise. For example, children have access the school's outdoor area and equipment and they take part in indoor activities in the play room when it becomes too dark or too wet to play outdoors. Topics and discussions are used well by staff to help to support children's understanding of safety issues, such as road and fire safety. Staff use consistently applied strategies and provide clear guidance, therefore, children behave well, demonstrating an understanding of the set boundaries and expectations within the setting. They learn to keep themselves safe through practical daily routines and staff guidance. Staff encourage them to express their views and make choices. This contributes to the level of their self-esteem and general well-being.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the management team and are well met. Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns. Systematic recruitment and vetting procedures, including a detailed induction of new staff which helps to ensure that children are safe. The security of the premises is given a high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas children access. This ensures children learn in a safe environment without restricting their development.

Policies and procedures are continually reviewed and most documentation is in place. However, it is not always accurately completed to ensure the safe and efficient management of the setting. For example, some verbal concerns and incidents raised by parents have not been fully recorded. Parents' and children's views are sought through discussion and questionnaires. Parents speak highly of the service and regard the staff as 'very approachable and friendly'. They appreciate how well staff adapt to children's routines and say their children love to come to the group. One parent was extremely happy that her children knew how to cross the road safely and shared their knowledge with her, reminding her to wait for the 'green man'. There is scope to improve partnership working with other providers to enable children to benefit from continuity in their experiences.

The management team is motivated to enhance practice through gathering the views of staff, children and parents in order to identify areas for further improvement. Staff receive ongoing support from the management team who reviews the educational programme. For example, staff have attended the revised Early Years Foundation Stage training to help support the younger children attending. This ensures a broad range of experiences are provided and monitored to help children to make good progress towards the early learning goals. Regular staff appraisals ensure practice is monitored and under-performance is tackled effectively. There is a clear improvement plan in place which leads to children benefitting from the improvements made. Any changes made are done so with children's individual needs in mind, therefore, the group's capacity to improve is positive.

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	EY380752
Local authority	Birmingham
Inspection number	878818

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	22
Name of provider	Honey Bears
Date of previous inspection	01/04/2009
Telephone number	0121 350 5151

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

