

Helping Hands

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

Inspection date	23/01/2014
Previous inspection date	13/01/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- Children have consistency and continuity as there are effective partnerships between the club, school, parents and carers.
- Children benefit from a warm and welcoming environment. As a result, they are enthusiastic about coming to the club, where they socialise with a wide range of children and have fun.
- Children are supported effectively by staff as they learn about acceptable behaviour, including sharing and turn taking.

It is not yet good because

- Staff training for new procedures is not fully understood and therefore is not implemented in everyday practice, to enable staff to monitor and plan for any gaps in children's learning.
- Observations and assessments are not used to identify children's next steps in their learning and development, to enable staff to effectively build upon what children already know and can do.
- Self-evaluation of the setting is in the process of being completed and has not yet considered the views of parents and children, in order to help develop plans for improvement.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play and learning activities and spoke to staff and children in the club room and outdoors.
- The inspector carried out a joint observation with the manager.
The inspector looked at evidence of suitability of staff working within the setting and a range of documentation and policies, and discussed the arrangements of the self-evaluation process.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager of the setting.

Inspector
Carole Price

Full report

Information about the setting

Helping Hands registered in 2010 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is privately owned and 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 four steps.

There are currently 84 children on roll, three of whom are in the early years age group. The club is open Monday to Friday from 7.30am to 9am and 3.20pm to 6pm during term time only. The setting employs four members of staff to work with the children.

What the setting needs to do to improve further

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

- improve the effectiveness of assessment by ensuring that staff training is thorough and detailed in order to be fully embedded in practice, and staff are able to complete children's learning journeys so they are meaningful and have a purpose
- develop observations by linking them to the development ages and stages in order to plan the next steps in a child's learning and enable staff to monitor their progress.

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

- continue to develop the setting through the use of a self-evaluation process in conjunction with staff, parents and children to identify areas for improvement.

Inspection judgements

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

The manager and her team demonstrate a suitable knowledge of the Early Years Foundation Stage and are generally aware of how to promote the learning and development of the children. Children enter into a warm and welcoming environment in which they are occupied throughout the session. As a result, they look forward to attending the setting and enjoy their time spent there. Mostly, play is purposeful and child-initiated. Children have the freedom to explore the environment and choose their own play. Staff plan different activities for younger and older children on a weekly basis, and these are generally fun and stimulating. However, the quality of teaching requires

improvement. This is because assessments of children are not used to monitor their learning and development and measure progress. As a result, children's next steps are not being identified. Although staff have received relevant training on how to use assessments and observations, they have yet to put this into practice. As a result, although they record observations, these are not used to any purpose to move children on in their learning.

Staff create a welcoming environment for children. Before children arrive, staff set out the room with a variety of toys and equipment that are suitable for the age range of those attending. There is an area that hosts a games console and other interactive games, which children are encouraged to share and take turns with. There are appropriate opportunities provided for children to make marks, to write and draw pictures. They use speech to explore real and imagined experiences, as staff engage them as partners in conversation and imaginary play, promoting communication and language development. Children's home languages are supported well as words are displayed in Polish and English. Children participate in different activities, such as making cakes and creating their own robots using craft materials. Children show curiosity and involvement during the robot activity, and they make links to work things out for themselves. For example, children investigate and experiment to find out which media are most effective when attaching different materials to their robots.

Parents are welcomed warmly into the setting and are encouraged to share information about their children's interests. There is a good daily exchange of information to keep parents well informed of what is going on in the setting, and parents are pleased with the service they receive.

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

Children's personal, social and emotional development is soundly supported within the club. This enables children to develop positive relationships with their key person, other staff and their friends. As a result, they settle quickly, behave well and form secure emotional attachments. Behaviour is managed well overall, and children respond to instructions and directions from staff as necessary. Boundaries within the club are sensitively reinforced, which ensures that children are safe and well cared for. Children's understanding of safety issues is demonstrated through their play and activities.

Staff ensure a clean and organised environment and give children time to develop their own play activities at their own pace. Staff support children to develop sound hygiene practices in order to prevent the spread of infection. For example, children respond well when asked to wash their hands before snack. Children are provided with breakfast and an evening snack, both of which are prepared on site. On the whole, these are healthy and nutritious, and children are allowed to make their own choice from a wide selection offered. The club has improved the organisation of snack time following the last inspection and now ensures children are sat down when eating. Drinking water is freely available. All children are fully independent in their personal hygiene routines. Both the outside areas and the indoor play environment give children space to move around freely and develop physical skills.

Staff obtain some relevant information from parents during the initial registration about their children's likes and dislikes. This supports children's transition into the setting and helps staff get to know children better. There is consistency and continuity of care between the club and the school, and as a result, parents are well informed about their child's needs.

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

Staff demonstrate an adequate knowledge of safeguarding procedures and how to keep children safe from harm. They are aware of the action they should take if they have any concerns about a child's welfare. A previous action has been addressed regarding recording children's attendance as parents now sign the register upon collection of their children. Suitable procedures for recruitment and vetting are in place, which helps to ensure that all staff are suitable to work with children. Staff have received first aid training which contributes to keeping children safe from harm and equips them to appropriately deal with any incidents which may occur.

Staff receive annual appraisals to support their professional development, along with regular training. However, not all of the training has yet to be fully embedded as staff are unclear about procedures for recording and monitoring children's progress. This means that children's learning and development are not supported fully. Previous recommendations have been partially addressed. For example, observations of children have been introduced, although information gathered from these is yet to be used effectively ensure all children are making good progress. Policies and procedures are in place and staff have made necessary changes to ensure that these reflect current practice. Staff have started to identify strengths and areas for improvement of the club using the self-evaluation process. However, it is still to seek the views of parents and children in order to ensure that their wishes are reflected in priorities for future development.

Parents are kept well informed of the activities their children take part while attending the club, and they are pleased with the service they receive. They feel their input is valued and they are made to feel welcome. The manager recognises the importance of working in partnership with other agencies in order to help support children's learning and development as and when needed.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY416153
Local authority	Sandwell
Inspection number	875578
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	84
Name of provider	Samantha Kolar and Michelle Kirwan Partnership
Date of previous inspection	13/01/2011
Telephone number	0121 5882230

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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, which are usually the childminder's 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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