

Helping Hands

Holy Name RC Primary School, Cross Lane, BIRMINGHAM, B43 6LN



Inspection date	16 July 2015
Previous inspection date	13 May 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always ensure that children's attendance times are recorded.
- Arrangements for checking on the quality of daily practices are not accurate enough.

It has the following strengths

- Staff have a good understanding of the signs of abuse. They know how to respond if they have any concerns about a child's welfare.
- Staff and managers have a good understanding of the learning and development requirements. The quality of teaching is good. Staff qualifications have a positive impact on children's learning.
- Staff engage well with parents and the host school to ensure important information is shared before children start in the club. This ensures that children benefit from continuity in their care, learning and development.
- Staff provide a wide range of experiences that enable children to join in group activities, play with their friends, be active or simply relax at the end of their school day. As a result, children are confident and happy in the club.
- Children's behaviour is good and they show they feel emotionally secure in this relaxed and welcoming club.
- Parents are extremely positive about the care that their children receive in the club and feel their opinions are valued.

What the setting needs to do to improve further

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

- keep a daily record of children's hours of attendance.

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

- strengthen self-evaluation to be more sharply focused and targeted in order to achieve and maintain good practice
- review the processes for ensuring that staff have a clear understanding of which children are present and those who have left the premises.

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the children's hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the children's hours of attendance (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed teaching and learning activities, speaking to children at appropriate times while they played.
- The inspector held meetings with the manager and held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at evidence of self-evaluation and took account of the views of parents spoken to on the day.
- The inspector looked at a range of documentation, which included the safeguarding policy, children's learning and assessment records and some staff records.
- The inspector held a joint observation with the manager.

Inspector

Karen Laycock

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff liaise with the host school teachers and parents regularly about children's individual needs and interests. They assess children's abilities and check their progress through regular observation. This information helps staff to complement the learning that takes place in school. Staff are aware that children have spent most of the day in school. They are mindful of providing activities and opportunities that complement children's learning in a fun and informal way. Staff are skilled at playing alongside children. They promote children's mathematical and thinking skills. For example, they encourage the children to search for the different sized toy vehicles. They ask children to recall their own experiences. Children have access to many books to ensure that they see words in print and to promote their early literacy skills.

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

Management do not consistently ensure that children's attendance times are recorded, as required. Staff do not have a clear understanding of which children are present and those who have left the premises. That said, children undoubtedly enjoy their time in the club. They are encouraged to lead their own activities and some of the routines. This build children's confidence, promotes their independence and enhances their learning opportunities. Older children include the youngest members of the group in their play. Consequently, behaviour is very good and disputes are rare. Children are polite to each other, the staff and visitors. They are encouraged to be independent. Children learn to keep themselves safe. For example, they listen carefully to the staff as they talk about using scissors safely. The club provides a good variety of healthy snacks and meals. Children enjoy daily fresh air and exercise. They wash their hands at appropriate times. This supports children to make healthy choices and learn about healthy lifestyles. Children have strong bonds with their key persons. Parents speak very highly of the club and children are keen to talk about how much they enjoy attending.

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

Although management has systems in place to coach and train staff, this has been ineffective in identifying and correcting weaknesses in performance. Because of this, management has failed to identify where legal requirements are not met. Management do not accurately check that important processes that maintain children's safety are being correctly carried out. Staff do, however, have a good understanding of the learning and development requirements. This helps children to make good progress in their learning and development.

Setting details

Unique reference number	EY403842
Local authority	Sandwell
Inspection number	850535
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	30
Number of children on roll	5
Name of provider	Samantha Kolar and Michelle Kirwan Partnership
Date of previous inspection	13 May 2010
Telephone number	01213573216

Helping Hands out-of-school club was registered in 2009. The club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time only, 7.30am until 9am and 3.30pm until 5.45pm.

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