

Inspection of Helping Hands

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

Inspection date: 20 June 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy their time at the setting. Where children are less confident to participate in activities, staff use lots of encouragement and reassurance to engage them. Children respond well to this. Staff have a good understanding of how to manage children's behaviour and are positive role models. Consequently, children generally behave well and remind each other of the rules they have helped to make. Children enjoy being creative as they make their own ice cream. They also enjoy engaging in sensory activities, such as water and gel play. Staff surround children with lots of language as they engage in the activities. Children communicate well.

Mealtimes are a social event. Children make their own choices, such as what filling they would like on their sandwiches. They enjoy the different variety of meals they are offered, such as chicken sandwiches and cheesy toast. Relationships between children and staff are strong. Staff respond well to each child's individual needs. For example, they support children where necessary to regulate their emotions and feelings. Staff show high levels of patience and care towards each child. Staff immediately recognise when children require support and provide this to them. For example, as they struggle to scoop the objects out of the tray.

What does the early years setting do well and what does it need to do better?

- Leaders are reflective. They take onboard the feedback from others to enhance the setting even further. The newly appointed manager has introduced new activities that staff use to broaden children's experiences. For example, children start to grow vegetables and use this to create their own meals.
- Leaders successfully identify how they can continue to support staff in their professional development. Staff have access to a wide range of training. This contributes well to their knowledge and overall performance.
- Partnership working with others is effective. For example, leaders engage well with the school. They actively seek out information about the children who attend there. They use this information to guide their planning and develop activities that enhances children's learning even further.
- Parents comment favourably about the setting. Leaders ensure that all children are given key persons and this information is shared with parents. Parents comment that their children love attending the setting. There is effective communication between, school, the setting and home. Staff ensure that key information is passed to parents as they collect their child.
- Staff provide opportunities for children to learn about each other. For example, they experience a wide range of celebrations and staff use this as an opportunity to teach the children about similarities and differences. This supports children to

learn how to respect each other.

- Staff consistently encourage children to share and take turns. They deal with any minor incidences as they arise. For example, staff instruct children to listen to the wishes of others as they play. This supports children to learn about the needs of others.
- Staff provide children with a wide range of healthy meals and lots of physical exercise. They use these experiences to teach children how they can live healthier lifestyles. Staff teach children how they can keep themselves clean and about good hygiene practice to help stop the spread of germs. For example, washing hands before they prepare or eat their meals.
- Staff deploy themselves well. This ensures that children are supervised well as they play. Staff regularly check the environment to ensure that it is safe for children. For example, they consider whether toys and equipment are in good working condition before they set it out for the children to engage with.
- Leaders have a good understanding of the events that are reportable to Ofsted. They ensure that staff are effectively trained in first aid. Staff demonstrate a good understanding of how to respond in emergency situations, such as if a child was choking or becomes unconscious during the day.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff understand the setting's policies and procedures for safeguarding. Staff have a clear understanding of their responsibilities to keep children safe from harm. They understand how to recognise signs and symptoms from different types of abuse, such as county lines, domestic violence and female genital mutilation. Staff know the action they should take if a child is in immediate danger. Staff identify well the action they should take if an allegation is made against an adult. Leaders take effective steps to check the suitability of those they wish to recruit.

Setting details

Unique reference number	EY446571
Local authority	Birmingham
Inspection number	10075173
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	50
Number of children on roll	40
Name of registered person	Samantha Kolar and Michelle Kirwan Partnership
Registered person unique reference number	RP910877
Telephone number	07982610188
Date of previous inspection	13 June 2016

Information about this early years setting

Helping Hands registered in 2012. The club is based within St. Marks RC Junior & Infant School, Birmingham. It is open Monday to Friday from 7.30am until 8.55am and 3.25pm until 5.45pm, during school term times and during some holiday periods. The club employs three members of staff who all hold appropriate level 2 qualifications or above.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector toured the premises with the provider and discussed the organisation of the setting.
- The inspector held a meeting with the provider and out-of-school club manager. She also spoke to the staff at appropriate times.
- The inspector looked at relevant documentation, records and policies. She checked evidence of the suitability of all managers and staff working in the out-of-school club.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector observed the quality of staff's interactions with the children during activities indoors and outdoors.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022