

Inspection of Helping Hands

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

Inspection date:

21 September 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

Staff provide a safe and homely environment. Children enthusiastically enter the club room and are immediately welcomed by friendly staff, before eagerly waiting in line to choose their snack from a range of healthy choices. They confidently sit alongside other children while they eat and share stories about their school day. Older children set good examples for younger children, such as using please and thank you and putting their rubbish in the bin.

Children are independent as they attempt to put their own aprons on before sitting down for a creative activity. They watch older children putting their hands into a tray of seeds and water, giving them reassurance that the activity is safe and fun. Children watch the mixture fall from their hands onto the tray while staff ask them relevant questions to enhance their language. For example, staff ask, 'What does it feel like?' and use words to support children's vocabulary, such as 'sloppy'. Children are confident to use their imagination and add animals to the mixture, enhancing their experience.

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

- The leadership and management team consistently evaluate the experiences that staff provide for children. Managers carry out regular observations to look for any gaps in practice. They hold appraisals and regular meetings with staff to identify areas of professional development. In addition to this, staff feel confident to speak to their manager if they would like to expand their learning.
- Staff create an environment that effectively supports children's well-being. Children receive consistent care and attention that helps them to feel safe and secure. For example, staff ensure that children are wearing appropriate layers of clothes when they play outside and remind children to wash their hands before eating.
- Staff use language with the children to extend their learning and development from school, while building on children's confidence. For example, staff notice children's achievements and use words to reinforce these.
- Staff support children's physical needs well. They spend time outside and staff give them opportunities to play and exercise as they explore games and wheeled toys. In addition to this, children can freely choose a piece of fruit to snack on during their session, supporting their health and well-being.
- Staff have made strong links with other professionals who care for the children in and out of the provision. They hold daily discussions with children's childminders and teachers, and they know the children very well, providing consistency in children's care and experiences.
- The activities provided for children are age-appropriate and allow children to

explore and build their imagination. Children use their fine motor skills and imagination to build toy brick houses. They have access to carefully planned role-play areas, where they look after and dress dolls.

- Children behave exceptionally well. They are considerate and kind towards one another as they help each other lift boxes and show others where to put their rubbish. The staff are continuously reminding children about using their manners and sharing the resources. They have created an ethos of inclusion.
- Parents express how happy they are with the care that their children receive. They comment on the welcoming and caring atmosphere, in particular how safe they feel that their children are.
- Managers take into account the views of parents and children. They invite families to complete regular questionnaires and use the feedback to make improvements to the provision. Managers use children's views to introduce themes and topics of their interest, supporting their self-esteem and enthusiasm for learning.

Safeguarding

The arrangements for safeguarding are effective.

The leadership and management team ensure that all staff have up-to-date safeguarding and child protection training. Staff can identify signs of abuse and have an excellent knowledge of the processes for reporting a concern or incident. Therefore, children are appropriately safeguarded from harm. Staff talk to children about internet safety and age-appropriate online games. They effectively risk assess the areas children can access and make appropriate changes to keep all children safe, such as reducing the playground area during young children's settling-in period.

Setting details

Unique reference number	EY403842
Local authority	Sandwell
Inspection number	10233761
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	30
Number of children on roll	49
Name of registered person	Samantha Kolar and Michelle Kirwan Partnership
Registered person unique reference number	RP910877
Telephone number	07806 774275
Date of previous inspection	17 November 2016

Information about this early years setting

Helping Hands registered in 2009. The provider employs three members of childcare staff. Of these, one holds an early years qualification at level 4, one at level 3 and the other at level 2. The club opens Monday to Friday all year round. Sessions are held between 7.30am and 8.45am and during the afternoons between 3.15pm and 5.45pm.

Information about this inspection

Inspector

Nancy Hitchcock

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.
- A tour was completed with the provider to discuss how the provision is organised.
- The inspector observed interactions between staff and children during activities.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector read feedback from parents and children and took their views into account.
- The inspector viewed a variety of documents, including evidence of suitability of staff.

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.

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