

# Inspection of The Harrogate Hive

Bilton Grange Cp School, Bilton Lane, HARROGATE HG1 3BA

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Inspection date: 3 April 2024

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children excitedly enter the club. Staff enthusiastically greet them with a warm and friendly smile. As a result of the positive relationships children have with staff, they settle quickly and feel safe, happy and emotionally secure. Staff create a stimulating, relaxed and welcoming club, where children are able to enjoy activities, grow in confidence and have fun. Children develop a strong sense of belonging as a result of their involvement in how the club is run.

Staff plan stimulating activities, including those designed to foster children's social skills and friendships. For example, children work in pairs during a 'design a t-shirt' challenge for the bear who is the club's mascot. Children demonstrate exemplary behaviour as they follow the club's rules, which they help to set. Staff are excellent role models. For example, they thank children for listening after explaining the purpose of activities. This is reflected in children being kind, polite and respectful.

Children thrive on staff's motivating, fun and effective interactions as they join in their play. Staff motivate and support children during activities. For example, staff praise children for their 'amazing' and 'brilliant' ideas as they create their t-shirts. Staff build on the knowledge, essential skills and positive attitudes that children require for successful learning in school and beyond. For example, children are engrossed in activities and develop high levels of confidence and self-esteem as they eagerly lead their own play.

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

- Staff found that children's social skills have been affected by the COVID-19 pandemic. They recognised that children were anxious and reluctant to return after the lockdown restrictions were lifted. To support children, staff introduced 'Event Night Thursdays', for example. This has proved successful in creating excitement among children, who continue to share their ideas, and to help them to build friendships through team-building activities.
- Staff organise space effectively to support children's play and independence. For example, children enjoy choosing to play indoors or outdoors. Staff give children ample time to take part in activities. They encourage children to put their 'thinking caps' on and help children to be proud of their achievements through constant praise and positive reinforcements.
- Staff provide many opportunities for children to practise their small-muscle control, to support their early writing in school. For example, children hold miniature pegs attached to cotton wool while printing ice-cream shapes using paint. Children plan their t-shirt design on paper before using craft materials and felt-tip pens to transfer their ideas onto the t-shirt.

- Staff plan fun and creative activities that help to build on children's early mathematics and literacy. For example, children patiently take turns to throw the dice, then print the corresponding number of ice-cream shapes. Staff encourage children to write their names and numerals on their pictures and ask mathematical questions. Children enjoy playing matching and memory games as they find and pair up cupcakes. Staff encourage them to solve problems while building a house using large construction toys.
- Staff help children to develop their independence during care routines. For example, children decide when they would like breakfast or a snack. Children pour their own drinks, butter crackers and make their own healthy wrap or sandwich.
- Staff's purposeful planning helps children to develop a wealth of new knowledge in the club. For example, children take part in planting and growing, and activities built around themes, such as 'Space' week. Children also take part in science experiments. This helps them to learn about cause and effect, critical thinking and develop problem-solving skills. It also encourages children's exploration and curiosity.
- Staff help children to learn about diversity in certain respects, such as through planning activities around multicultural celebrations. However, staff do not consistently expand on children's understanding of a broader representation of people, families and communities beyond their own.
- Staff use their social media platform, for instance, to keep parents informed about what is happening at the club and what children do. They work in partnership with parents and the host school in many respects. However, staff do not always obtain the most significant information from parents or Reception staff to support children to the highest level where they have more specific needs.
- The provider's qualification has a positive impact on practice. She provides ongoing coaching, support and mentoring for her staff, including helping those staff who are unqualified to gain their level 3 qualification.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

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| <b>Unique reference number</b>                     | 2665332   |
| <b>Local authority</b>                             | North Yorkshire   |
| <b>Inspection number</b>                           | 10333029  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Out-of-school day care  |
| <b>Age range of children at time of inspection</b> | 4 to 10   |
| <b>Total number of places</b>                      | 20  |
| <b>Number of children on roll</b>                  | 260   |
| <b>Name of registered person</b>                   | Robinson, Stephanie Marie   |
| <b>Registered person unique reference number</b>   | RP905219  |
| <b>Telephone number</b>                            | 07515709078   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

The Harrogate Hive registered in 2021. It is independently run and is located in the grounds of Bilton Grange Community Primary School in Harrogate. The club employs four staff and one volunteer. The provider, who is also the joint manager of the club, holds a qualification at level 6 and one staff member holds a qualification at level 3. The club is open Monday to Friday, from 7.30am to 8.45am and from 3.10pm to 6pm. During term time, the club solely accommodates the children of the host school. During the holidays, the club is open to all school-aged children, Monday to Friday, from 7.30am to 4.30pm.

## Information about this inspection

**Inspector**  
Rachel Ayo

## Inspection activities

- This was the first routine inspection the club 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 club.
- The inspector observed the safety and suitability of the premises.
- The inspector completed a learning walk with the provider, to find out how the club is organised and the range of activities provided.
- The provider and inspector completed a joint observation of an activity taking place.
- The inspector spoke to staff during the inspection and gained feedback from parents face to face and over the telephone. She also spoke to children about their experiences at the club and what they enjoyed doing.
- The inspector checked a sample of documentation, including certain policies and procedures, certificates of training, and documents relating to the suitability of staff and volunteers.

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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