

Honey Bears

Penns Primary School, Berwood Road, SUTTON COLDFIELD, West Midlands, B72 1BS

Inspection date

24/06/2014

Previous inspection date

12/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

2

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

2

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

2

The quality and standards of the early years provision

This provision is good

- Children build secure, trusting and respectful relationships with their key person. This helps them to feel confident and safe within the setting.
- Staff are secure in their knowledge of how to safeguard children and have appropriate procedures in place. These are shared with parents, reassuring them that their children are kept safe.
- Staff plan well taking into account children's individual interests and preferences. This ensures activities are tailored to meet each child's learning needs and priorities.
- Staff work closely with parents and school to ensure that a regular flow of information, knowledge and expertise is shared. This has a positive impact in supporting children's learning and development.
- Children set rules, boundaries and take responsibility for much of what happens in the setting. As a result, they behave well and are respectful of each other, the resources available to them and the environment as a whole.

It is not yet outstanding because

- Staff do not always provide children with more detailed responses in discussions to enable them to learn new words and increase their vocabulary.
- Staff occasionally allow daily routines to take precedence over playing with children. This means that there are a few missed opportunities to extend children's learning.

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 spoke with the manager, staff, parents and children.
- The inspector observed activities inside and in the outdoor play area.
- The inspector carried out a joint observation with the manager.
- The inspector observed children preparing and eating their tea.
- The inspector looked at policies and procedures, a sample of staff and children's details, children's development records and the daily record of children's attendance.

Inspector

Sally Smith

Full report

Information about the setting

Honey Bears is one of three out of school clubs run by the partnership of Honey Bears and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from one room in a portacabin situated in the grounds of Penns Primary School in Sutton Coldfield. There is a fully enclosed area available for outdoor play. The setting employs five members of staff, all of whom are qualified at level 2 or 3. One member of staff has a one member of staff has a Early Years degree in Childhood Studies. The setting opens five days a week during the school term, from 7.30am to 9am and 3.30pm to 5.30pm. The setting is for the sole use of children who attend Penns Primary School. Children attend for a variety of sessions. There are currently seven children on roll who are in the early years age group.

What the setting needs to do to improve further

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

- extend children's language and understanding even further by ensuring that staff consistently provide more detailed explanations, to enable children to learn new words and increase their vocabulary
- review and reflect on daily routines to ensure these do not detract from staff spending as much possible time with children, so that they can consistently broaden children's knowledge and learning.

Inspection judgements

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

Staff support children's learning and development well. They work most effectively with the reception class teachers, discussing what they focus on in school, so that this can be continued within the setting. For example, teachers are keen for staff to encourage children's speaking and communication skills, while also ensuring they take turns to listen to each other. As a result, staff within the setting promote this through focused activities, such as group discussions and during children's general play. This helps children to respect each other's views. Staff observe children and assess what they have learnt in order to build on their skills. They build respectful and caring relationships with parents as they focus on children's learning and achievements. They ensure that ongoing information gleaned from parents and children themselves helps to shape planning, so that activities are matched successfully to children's interests. This promotes continuity and consistency for children's learning, while also ensuring that children are actively engaged. They are also consulted about the purchase of new resources and the meals and snacks they eat. As a result, children feel valued and included as their opinions and ideas are seen as

integral to how the club operates.

Children joyfully go about their play and are clearly happy in all that they do. They welcome visitors and confidently engage them in conversation, answering questions and readily talking about the activities they enjoy while at the club. Staff generally deploy themselves well, joining in children's conversations and games. However, on a few occasions, staff are distracted by routine activities, such as vacuuming the carpets and this detracts from the otherwise positive engagement they have with children. This means that at times, children are not given the full attention of staff to consistently encourage and extend their ideas. In contrast, on the many occasions where staff engage with children well, they ask appropriate questions to consolidate children's knowledge and understanding. For example, children plant seeds in pots and staff encourage them to talk through the instructions first. Children explain that they need to wear the gardening gloves so that their hands do not get dirty and use the 'spade' to transfer the compost to the pot. As they work through the activity, they confidently inform staff that the seeds require sun in order to grow. Their thinking is further challenged as they are asked where their pots would be best placed to allow this to happen. Children suggest placing them on a window-ledge or taking them outside and they are praised for their ideas. Children also know that their seeds need water, but not 'too much.' As a result, once they have planted their seeds, they add just enough water to make the compost damp. However, on a few occasions there are missed opportunities by staff to fully extend children's understanding, such as explaining that the 'green bits' are called shoots. Despite this, children enjoy this activity and eagerly discuss what they have done with their parents when they are collected at the end of the session. Children choose whether to keep their seeds at the setting or take these home.

Children's personal, social and emotional development, along with their physical development, is fostered well. They are encouraged to be independent and to do things for themselves, such as making their own sandwiches for tea and helping to clear up after they have finished. They know that they wash their hands or use anti-bacterial hand gel to eradicate germs before they handle any food. It is evident that this aspect of hygiene is very clearly reinforced, so much so that children do this without prompting from staff. They also clearly articulate why this is important. Children carefully spread butter, taking a bit at a time until the surface of their bread or cracker is evenly covered. They handle knives sensibly and pour their own drinks slowly so that they are able to control the amount in their cups. They use language, such as 'more' and 'that's enough' showing an understanding of quantity and capacity. These tasks promote children's physical development as they gain control and coordination in what they do. This aspect of children's development is further promoted in the wealth of outdoor pursuits they engage in, such as building dens and playing various team games. This helps to develop the larger muscles in their bodies as children perfect a range of skills, such as, bending, stretching, kicking, throwing and catching.

Staff put any training undertaken to good use so that children's play and learning is enhanced. For example, children are encouraged to engage in 'riskier' play, toasting marshmallows and then allowing them to cool before eating them. They light sparklers, enjoying the patterns they make as they wave them about in the air. Once finished, they place the sparklers in sand or water. They operate torches and use these to help them

negotiate their way around in the dark. This provides opportunities for children to learn how to use resources and equipment safely and in turn prepare them with some of the necessary skills for their future learning. Children's understanding of diversity is promoted through a selection of resources, such as books and puzzles. They see visual signs around the room and labels on resources to reflect the different languages spoken within the setting. Children taste a variety of fruit and vegetables and explore different festivals and celebrations from around the world. To further raise their awareness of people's differences, beliefs and respect for others, children are encouraged to document their own activities and special events using photographs or displays. Children initiate their own play by using their own personal interests to extend learning and life skills.

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

Staff are kind, caring and most welcoming. They engage warmly with children as they return from school, taking time to listen to all that they have to say. They give children time to settle and select their activity of choice. As a result, children are completely comfortable, relaxed and at ease in their environment. A successful key-person system means that the individual needs of all children are met. In addition, children are very clear as to whom they approach if they have any concerns, although, all staff are most attentive and accommodating. This helps children to settle well and develop strong emotional attachments with all staff. Relationships with parents and school are a strength of the setting and staff go to considerable lengths to ensure that information is regularly shared. This means there is good continuity for children's care and learning and transitions between home, school and the club run smoothly.

There are a very good range of resources which are organised most effectively. These are inviting and motivate children to play and explore as they are encouraged to make their own choices about what they want to do and how they go about it. Children move resources around so that they can extend and develop their ideas. Staff ensure interruptions are kept to a minimum, for example, as children choose when they want to eat their tea, thereby, enabling them to enjoy what they are doing and allow an activity to reach its natural conclusion. This in turn, ensures children take an active role in their learning and as a consequence, they approach all that they do with enthusiasm. Areas are carefully considered so that there is space for children to spread out with their toys on the floor or sit comfortably with a book. Tables and chairs provide children with opportunities to write, draw, paint or play board games.

Children are fully included in the decision making within the setting. This includes the boundaries and expectations within it. As a result, children take ownership of the rules they set and behave particularly well. Older children are encouraged to share their skills and knowledge with younger children, such as explaining the rules of a board or playground game. Children are assigned a 'buddy', who they go to for help, support and reassurance. This helps to promote children's personal, social and emotional development as they build positive relationships and friendships, helping all children to feel included. Through regular consultation at the 'Children's Council' or group discussions, children help to plan activities and make decisions about resources acquired. For example, new

dressing-up clothes and materials were previously purchased so that children could follow their interests in pirates. Children are also encouraged to contribute to the termly newsletter and do the weekly shopping list for breakfast and snack time. Children eat healthily and learn the importance of this. They regularly eat fruit and yoghurts as a healthy option, rather than biscuits and cakes. Physical exercise is actively encouraged and children play outside whenever they choose. Staff recognise that many children like to burn off excess energy after their day in school, in particular the boys. This helps to promote children's good health and learn about the significance of good foods and exercise in promoting their general well-being. Safety is regularly reinforced with children through discussions and 'safety weeks' where a variety of subjects are explored, such as, bullying, fire and water safety. This helps children to learn how to respond in a variety of different situations.

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

Staff have a sound understanding of child protection policies and know how to respond to a potential concern. Safeguarding children is seen as a priority and a regular feature for staff discussions. All staff receive induction training on safeguarding and are encouraged to attend external courses to ensure their knowledge is secure. They are aware of the importance of adhering to the whistle blowing policy. This means that should any concerns arise about a colleague's conduct, then this would be managed in an appropriate manner. A strict mobile telephone policy is in place and staff are issued with clear and robust guidance with regards to its implementation and the use of social media in general, so that children's safety is not compromised in any way. Risk assessments are carried out daily to ensure that children play in a safe and secure environment. Children are fully conversant with evacuation procedures, so that they know what to do in the event of an emergency, such as a fire. A range of policies and procedures, which are regularly reviewed and updated when required, are successfully implemented by staff, to ensure that children's health, safety and well-being is consistently promoted at all times. These are shared with parents so that they are reassured about children's safety at all times.

The nominated person is supportive of the manager and very much involved in the day-to-day running of the setting. Clear targets for improvement are identified, taking into account the views of parents, children and staff. Practice is regularly monitored and reviewed, to ensure staff promote children's care, learning and development effectively. For example, staff observe how, when and if play spaces are used effectively, so that any changes to the room layout can be made to support and extend children's ideas further. Parents complete evaluation forms and these are analysed by staff. They always receive a reply in writing, outlining any changes and improvements made. Children have numerous ways to present their ideas. The setting also seeks the views of staff at school, receiving feedback from the head teacher at termly meetings or via email if parents pass any comments on to school staff. This is a two-way process in that the setting have been approached to contribute to the school improvement plan and asked to share their strategies on improving children's independence and behaviour. This helps to promote positive partnership working and ensure all parties feel valued and included. Children

benefit from the positive links that staff establish with the school, meaning that there is consistency in the level of support they receive.

All staff are well-experienced and over half have an early years qualification with one member of staff studying towards a foundation degree in play work. Staff put their skills to good use and regularly attend training to ensure their knowledge is updated. They are keen to enhance their knowledge and skills further and are fully receptive to any ideas and suggestions to enhance the provision. The setting works with other agencies and the local authority to enhance their practice. For example, since their last inspection they have achieved a quality assurance award in recognition of the good quality care and learning provided for all children in their charge. They have received and read the draft proposals for the changes to the Early Years Foundation Stage from September 2014 and considered the impact this has for out of school provision and their practice as a whole. This demonstrates they are receptive to new ideas and keep themselves up-to-date with current initiatives so that they can respond in a timely manner.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY357494
Local authority	Birmingham
Inspection number	870825
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	7
Name of provider	Honey Bears Partnership
Date of previous inspection	12/02/2009
Telephone number	0121 464 8014

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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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