

Honey Bears

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



Inspection date	12 June 2017
Previous inspection date	24 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
Effectiveness of the leadership and management	Good		2
Quality of teaching, learning and assessment	Good		2
Personal development, behaviour and welfare	Good		2
Outcomes for children	Not applicable		

Summary of key findings for parents

This provision is good

- The manager evaluates the provision well and takes into consideration the views of parents, staff and children. For example, children lead meetings to discuss ideas about activities they would like to do at the club.
- Good communication with the school means staff can identify any areas where children may need more support to enable them to feel secure and valued. Children learn many skills which complement their learning at school.
- Children demonstrate good social skills and enjoy playing with others. For instance, they show a strong sense of teamwork as they play games together and support each other.
- Children's physical development is well supported. Staff provide daily opportunities for them to exercise and play outdoors. For instance, children enjoy playing football and practising their skills, such as throwing and catching.
- Staff encourage children's positive behaviour successfully and are good role models. Children respond positively to the clear boundaries set.

It is not yet outstanding because:

- At times, staff slightly limit the opportunities children have to try things for themselves and to extend their ideas further, particularly during some planned activities.
- Some parts of the daily routine interrupt children's play and relaxation, such as unnecessary waiting.

What the setting needs to do to improve further

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

- increase opportunities for children to test out their ideas and experiment with activities for themselves
- make improvements to some routines so that children are fully engaged and are not kept waiting for too long.

Inspection activities

- The inspector observed practices and the impact these have on children's experiences.
- The inspector held discussions with staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clifft

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are vigilant and follow good safeguarding procedures. They have a secure knowledge of child protection issues and know how to record and report concerns about a child's welfare. The manager uses effective systems to ensure staff are suitable to work with children. She observes staff practice regularly and provides training opportunities which have a positive impact on staff and the experiences of the children. For example, staff visit other early years settings to help them identify further areas to improve. The manager ensures children have fun as they learn and play, and that staff organise their time to focus on the needs of the children. Partnerships with parents are strong and staff share information about children's well-being. Parents are kept informed of the changes in the club and speak highly of the care that their children receive and the experiences they enjoy.

Quality of teaching, learning and assessment is good

Staff regularly observe children and get to know their interests and achievements well. Overall, staff provide a good range of fun activities that engages children successfully. For example, children follow instructions to mix play dough and make cards. Children are curious and keen to expand their knowledge. For example, they show an interest in different countries of the world and their flags. Staff encourage children to be creative and support children's imaginary play well. For example, children select resources to make clothes for the teddy bears and enjoy using material and recycled objects to make dens. They are encouraged to solve problems, such as how to create a doorbell for the den. Staff support children's communication skills well and conversation flows freely as they share their experiences and ideas.

Personal development, behaviour and welfare are good

An effective key-person system helps children form close bonds with staff, who know them well. Children are happy, secure and have lots of fun. Staff help children to develop a good sense of their own safety. For example, children know that their outdoor activities are restricted to certain areas and to be mindful of litter that can be harmful. Staff help children learn about being healthy, such as washing their hands before eating, and children select from a range of healthy options to make wraps. Staff value children and encourage and respect their thoughts about the club. For example, they evaluate and rate the success of activities, and younger children are fully included. Staff support children's self-esteem well and make them aware of their achievements. For instance, staff are positive, consistently praise children's efforts and display their work and creations.

Setting details

Unique reference number	EY357494
Local authority	Birmingham
Inspection number	1088027
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	24
Number of children on roll	20
Name of registered person	Honey Bears Partnership
Registered person unique reference number	RP522517
Date of previous inspection	24 June 2014
Telephone number	0121 464 8014

Honey Bears registered in 2007. It operates from within the grounds of Penns Primary School in Sutton Coldfield. The setting opens five days a week during term time, from 7.30am to 9am and 3.30pm to 5.30pm. The setting employs five members of staff, all of whom are qualified at level 3.

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