

# Happy Faces @ Chase

Inspection report for early years provision

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**Unique reference number** EY240775  
**Inspection date** 06/11/2008  
**Inspector** Bernice Magson

**Setting address** Wimbledon Chase Primary School, Merton Hall Road,  
London, SW19 3QB

**Telephone number** 020 8286 1549 or 079861 79685

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Happy Faces @ Chase out of school opened in April 2002. It operates from a self-contained and purpose built premises situated at Wimbledon Chase Primary School. The club serves children from Wimbledon Chase School although others may attend. The club is registered to provide care for 32 children aged from three to under eight years, and accepts children up to 11 years of age. Currently, there are 53 children on roll, with 25 children aged from 4 to under 8 years. The club is open from 15.00 to 18.00 hours each weekday for 38 weeks a year. Children can attend for a variety of sessions. Seven part-time staff work with the children. Of these, two have an NVQ 3 in play work, one an NVQ 2 in peer mentoring, one a Junior Sports Leadership Award, and others have received local relevant training. The setting has links with Wimbledon School of Art and employs two art students on a part-time basis. Two staff have first aid training. In 2007, the club achieved the Quality in Play Award Level One from the Play London Quality Assurance Organisation. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Happy Faces @ Chase provides a good quality of out of school care. Children are happy to attend because of the warm, friendly welcome given by staff. Sessions are well-structured and with a wide range of activities to meet the needs of children of differing ages and interests. A light meal is provided every evening, carefully planned by the provider and manager to encourage healthy choices and meet cultural differences. Children enjoy the freedom of the club praising the sporting activities, the creative crafts and wide choice of quieter games. Parents are confident that their children are well-cared for and recognise 'the good efforts of staff in encouraging children to mingle well together.' The owner is effective in identifying actions to bring improvement; she monitors provision rigorously and evaluates outcomes well. The recent move to new premises has been undertaken smoothly although some information for parents is not yet displayed as required.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that policies and procedures for the welfare of children and staff are appropriate to the new setting

To fully meet the specific requirements of the EYFS, the registered person must:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (documentation)

11/11/2008

## **The leadership and management of the early years provision**

Leadership and management of the club are good. The owner has established an efficiently managed club, ably run on a daily basis by the manager and other staff. All adults are clear in their roles and work well together. Documentation about each pupil is fully collated so that pastoral care is effective. The owner and staff have a good understanding of the varying needs of children out of school and they seek consistently to provide activities which interest and motivate them. A sporting coach encourages physical exercise, for instance, and art students lead initiatives such as in collage, or junk modelling. A homework corner allows older children to complete school-based tasks, if necessary.

The club is well-established in the new premises and the owner is making good efforts to address weaknesses as they develop. For example, security lighting is being installed to make access to the building easier in the winter months. Rules and routines are agreed by children and are fully understood. Parents have received an information pamphlet to inform them of current arrangements. This leaflet is of good quality and is translated into several languages to meet the varying needs of families. Some procedures and documentation are in need of updating in order to match current requirements and practice. For example, arrangements for the access of emergency vehicles are not yet documented, although agreed with the school. The timetable for cleaning the building is unclear and at times causes some difficulties of access to parts of the building. Staff are aware of these difficulties and they are extremely conscientious in their care of the children. Risk assessments are undertaken daily to ensure health and safety. The club has a good capacity for continuous improvement because of the rigour with which adults work to maintain the good quality of provision.

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

The younger children enjoy attending the club and mix successfully with older club members. Behaviour and relationships are excellent. Children play together well, making good use of resources carefully chosen to match their age and interest, and planned to meet the requirements of the Early Years Foundation Stage Framework. Outside agency support and parental help are sought, if necessary so that all children are fully included in activities. Staff keep a watchful eye on those children who find it more difficult to mix with older boys and girls and, through gentle encouragement, social skills develop well. 'We're always making things and there are lots of toys to play with' they say. On some evenings children have the opportunity to watch television or play computer games. They know that their viewing is monitored carefully by staff and they successfully managed their own time, recognising the value of choosing from the wide range of activities.

Children enjoy the opportunity to improve their skills in physical activities, and they take part in team games enthusiastically. They have a good understanding of the importance of exercise to promote a healthy lifestyle and choose foods wisely. Children appreciate how well the manager and staff take account of their individual

needs at meal times and provide healthy options for them. 'I'm a vegetarian and the food is always ok for me' said one and another added 'I can't eat pork, but there are plenty of other foods for me to choose.' Mealtimes are a happy, social occasion, which all children enjoy.

Children move successfully between settings. A well developed system of communication ensures that children are well-supported. Messages are passed effectively to parents if required, for example when children are sick. Some children take part in after-school clubs and then join the 'out of school' setting later. Their independence is encouraged, although arrival times are always checked carefully by staff. As they eat a hot meal, children are keen to explain to club staff how they have achieved in their chosen activity. All children agreed that the club achieves its mission statement, because they feel safe, happy, and relaxed and enjoy the many stimulating activities provided for them.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.