

Happy Hippos After School Club & Hungry Hippos Breakfast Club

Inspection report for early years provision

Unique reference number	EY359096
Inspection date	19/11/2008
Inspector	Sandra Teacher
Setting address	Richard Whittington Primary School, Thornbera Gardens, BISHOP'S STORTFORD, Hertfordshire, CM23 3NP
Telephone number	01279 321658
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 Hippos After School Club & Hungry Hippos Breakfast Club was registered in 2007. It operates from the main hall and dining area in Richard Whittington Primary School in a residential area of Bishop's Stortford. Children have access to a secure outdoor play area.

The club is registered on the Early Years Register and both parts of the Childcare Register to provide care for a maximum of 24 children from three to under eight years at any one time, although there are also children from eight to 11. At the time of the inspection, there were three children aged three to five. Children attend for a variety of sessions. The setting is open each weekday from 08.00 until 09.00 and then from 15.00 until 18.00 during term time.

Four members of staff work at the club. One has a degree in childhood studies and two have a Level 2 qualification of higher. Children and staff with disabilities have satisfactory access to the club due to a ramp.

Overall effectiveness of the early years provision

Staff have worked hard to fulfil the necessary requirements from the previous inspection, and now the correct documentation and procedures are in place. They are on track to improve even further, when the good practice and routines become more firmly embedded in their work. Children of all abilities and backgrounds enjoy their time in the setting and there are appropriate learning opportunities to keep them engaged and involved in all activities. Parents and teachers are kept informed of their progress, and links with other agencies and providers are beginning to be formed, such as the local Children's Centre. When the setting undertakes a formal evaluation of its strengths and weaknesses, a clear plan of action for improvement will be formulated.

What steps need to be taken to improve provision further?

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

- extend the planning so that there are greater opportunities for children to develop their learning and competence in communication, language and literacy and problem solving, reasoning and numeracy
- ensure the use of the outside area reflects the six areas of learning and development.

The leadership and management of the early years provision

The leadership and management of the early years provision is satisfactory. This is a new requirement for the setting because they have only been working on the Early Years Foundation Stage (EYFS) curriculum and statutory requirements since

September 2008. The appropriate documentation to provide adequate EYFS provision is securely in place and staff are undertaking the necessary training to ensure the planning covers the learning, development and assessment requirements. Staff are building up folders of work for the children to be shared with parents. They have made an initial start on observations with next steps for development to help the children improve. The setting has rightly identified the need to develop the use of the outside area so that children can enhance their skills in all areas of learning in the fresh air. Welfare and safeguarding procedures are all securely in place and this ensures the safety and well-being of children and that they are protected from harm.

The setting is seeking to develop more formal procedures for self-evaluation and as part of this process, to consult parents and carers. The setting has made satisfactory improvement since the previous Early Years inspection when they were given a notice to improve. They have ensured that all the identified issues for improvement have been addressed.

The quality and standards of the early years provision

The quality and standards of the provision are satisfactory. Children achieve satisfactorily because staff support and challenge them suitably. They develop their knowledge and understanding of the world satisfactorily. For example, they explore suitably the shapes and colours of small models of dinosaurs and animals. Assessments of children are used suitably and so they develop their key skills. The setting has made a good start in understanding the requirements of the EYFS framework and planning and resources are beginning to reflect this. Planning follows the six areas of learning, although the emphasis is more on creative and physical development. The setting recognises that in order to enhance children's development a greater emphasis needs to be given to other key aspects of learning such as communication, literacy and numeracy. Each child has a folder which is shared with the parents, and observations give recommendations or next steps. Limitations in the scope of accommodation restrict the opportunities for outdoor play and for other areas of learning to be provided in an exciting and imaginative way. The setting is seeking to improve the outdoor accommodation to address this issue. As yet, because of accommodation restrictions, there is limited outdoor play.

Children's personal development is satisfactory due to the fact that staff guide them thoughtfully but firmly. The younger children are keen and enthusiastic and relationships with adults and the older children are good. Children learn to cooperate and tidy up activities effectively. They learn to eat healthy food appropriately because staff offer them a good balanced diet. They exercise regularly and know that keeping fit is good for you. Children handle equipment carefully and walk around the room thoughtfully. With their sound social skills and satisfactory development of their basic skills they are appropriately prepared for the next stage of their education.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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.