

# Happy Hours @ Checkley School

Inspection report for early years provision

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**Unique reference number**

EY376402

**Inspection date**

23/01/2009

**Inspector**

Jennie Lenton

**Setting address**

Staffordshire County Council, Hutchinson Memorial C of E  
First School, Uttoxeter Road, Che, STOKE-ON-TRENT, ST10  
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**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 Hours @ Checkley School opened in 2008. It operates from the school hall and one classroom within Hutchinson Memorial Church of England first school, in Checkley, Staffordshire. The provision is accessible from a level driveway and all facilities are on ground level. The provision operates five days a week from Monday to Friday, 15:30 to 18:00 during term time. Holiday provision is also offered, depending upon demand.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children under the age of eight years may attend at any one time. There are currently 25 children on roll, of whom three are in the early years age range. Children up to the age of 14 years may also attend the provision. Three members of staff work with the children on a part-time basis, all of whom hold a relevant qualification in childcare.

## Overall effectiveness of the early years provision

Children are settled and content as staff show them genuine warmth and respect. They engage in a sufficient range of activities, based on their interests, and make sound progress in their learning and development. The setting is developing its use of self-evaluation although it is not fully successful in identifying its own strengths and weaknesses. Most of the required documentation is in place to ensure children's individual needs are met. Relationships with parents are positive as staff are friendly and approachable.

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

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

- develop the use of self-evaluation to identify areas of strength and weakness and to promote continuous improvement
- continue to develop the planning and the layout of the environment to ensure children are able to access a broad range of activities and equipment.

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

- obtain all necessary information from parents in advance of a child being admitted to the provision (Safeguarding and promoting children's welfare) 23/01/2009
- ensure that records are easily accessible and available for inspection by Ofsted (Documentation). 30/01/2009

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

Appropriate arrangements are in place to ensure suitable members of staff are recruited to work with children. All staff complete induction training and receive regular appraisals to ensure their ongoing suitability. Training needs are identified and staff are supported in accessing appropriate courses. Children benefit as they are cared for by well qualified individuals with up to date knowledge of key issues such as first aid. All policies and procedures are regularly reviewed and updated to ensure they reflect current guidance. However, some records relating to staff and children are not available or easily accessible as they are moved between the school and adjacent pre-school premises. This hinders the inspection process.

Safeguarding procedures are sound. Risk assessments are regularly completed and reviewed making sure that children access a safe and secure setting. All exterior doors are securely locked and children benefit from a high level of supervision at all times. There is a clear safeguarding policy which is shared with parents and includes contact details for the Local Safeguarding Children Board. Staff recognise potential signs and symptoms of abuse and know how to record concerns appropriately. This protects children from future abuse or neglect.

Parents are warmly welcomed into the setting and are provided with a good level of written information about the childcare provided. They are encouraged to discuss their child at collection times and children's progress files are also available for parents to view. This helps to ensure any changes or concerns can be promptly addressed. The setting usually collates information from parents prior to children attending the setting to ensure children's care is in accordance with their wishes. On one occasion, however, this information was not in place prior to a child being left in the setting's care. Consequently, children's welfare is not fully promoted as details such as emergency contacts, who has parental responsibility and whether there are any health or medical requirements have not been recorded.

The setting has undertaken some self evaluation but this has not been fully effective in identifying the strengths and weaknesses in practice. However, there is a clear focus on improving outcomes for children and staff are keen to bring about positive change. Parents and children are encouraged to take an active role in shaping the provision as their views are sought through questionnaires and discussion.

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

Children's health needs are generally well met. Medication and accident procedures are precisely followed to ensure that children are properly cared for and monitored. Children also enjoy healthy options at snack time. Pita breads, Greek salad and fruit platters are all enjoyed and children help to prepare the food on occasions, grating cheese or buttering bread. Staff sit with the children and talk to them about their day, encouraging them to socialise as they all sit together. Physical development is also encouraged. Children enjoy accessing the school's spacious playground, playing games of football or hockey or just walking around in

the quiet garden area. Children also learn about how to stay safe. They take part in regular fire drills and follow clear instructions for their own safety such as keeping to agreed areas for outside play.

Staff provide a suitable range of experiences that link to children's learning and development needs. All staff undertake observations of children as they play and make note of their individual interests which are then fed into planning. All areas of learning are covered as resources such as number lotto, dressing up, small world play, books and games are all on offer. However, these are not always set out, which reduces the likelihood of some activities being selected. Activities are generally brought out and set up as children request them, rather than being readily available. Consequently, children are generally engaged in play but there is sometimes a lull as they become disengaged in one activity and then take time to decide what to do next. Staff also plan some craft activities and group games such as 'pirates'. Children enjoy drawing pictures to their own design and satisfaction, or role playing travel agents. They learn about different parts of the world as they discuss different customs and traditions, using a colourful map to work out where different countries are situated. This promotes their communication skills as well as their understanding of the wider world.

All children are relaxed and confident, having comfortable relationships with staff. They joke with the staff and talk about their day or their home life. Staff ensure that all children are included in activities and that everyone feels valued and respected. All children behave very well and understand what is expected of them. Staff deal with any unwanted behaviour calmly and positive actions are rewarded with the skilful use of praise and encouragement. As a result, children's self-esteem is promoted and they show a good level of maturity, taking responsibility for their own actions and behaviours.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 reported to Ofsted since registration.

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.