

Happy Faces Out Of School Care

Inspection report for early years provision

Unique reference number 138210
Inspection date 10/03/2009
Inspector David Whatson

Setting address Dundonald Primary School, Dundonald Road, Wimbledon,
London, SW19 3QH
Telephone number 020 8542 5685
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 Play Scheme and After School Club was registered in 1992. It is based in Dundonald School in Wimbledon. The group meets in a first floor room, situated in a building which is set on one side of the school playground. The room is accessed via external stairs. There is a kitchen adjoining the playroom and there are toilet facilities on the ground floor of the building.

The provision serves children from the school and local community. It is registered to accept a maximum of number 32 children from three to eight years of age and accepts children up to 11 years. There are currently 38 children on roll, of which 13 are under the age of five, although not all attend every session. The after school club is open from 15.00 to 18.00, Monday to Friday during term time only. The play scheme is open from 08.30 to 18.00 Monday to Friday during school holidays.

During the course of the week there are four members of staff who work with children on a regular basis. The setting's leader is a trained and experienced Nursery Nurse, her deputy has a National Vocational Qualification (NVQ) Level 3 in playcare and is also an experienced teaching assistant in the Early Years Foundation Stage. The other two adults both have NVQ Level 2 in playcare.

Happy Faces Play Scheme and After School Club is registered on both the compulsory and the voluntary parts of the Childcare Register and the Early Years Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The quality of care and support offered to children at Happy Faces Play Scheme and After School Club is good. Young children are happy and well behaved because adults, and older children, are attentive and sensitive to their varying needs. The way in which the club includes all pupils and promotes equality is good. As the adults are very experienced and have a good knowledge of the Early Years Foundation Stage (EYFS) they are well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the role of the key person to ensure that the individual welfare and development needs of children under the age of five are comprehensively met
- ensure that all plugs have safety covers fitted and that the facilities used by the youngest children to wash their hands in the playroom are at an appropriate height
- priorities more carefully what improvements are to be focused on each term

so that they become deeply embedded into daily practice

The leadership and management of the early years provision

The group's leader works closely with other settings and has developed a set of comprehensive policies and procedures that ensure that all children are safeguarded and included. Health and safety checks are routinely undertaken although on the afternoon of the inspection not all electrical sockets were protected with safety sockets. Communication between the setting and the children's parents and carers is good. Parents are pleased with the quality of provision and how happy and settled their children are when attending the after school club. The close knit team of adults share the common vision and purpose of meeting each child's needs, and providing some rest and relaxation, while also adhering to the guiding principles of the EYFS. Through various projects undertaken on inclusion and planning, the provision has quite a good understanding of its strengths and areas of development. This means that the setting is continually evolving. There are at times, however, too many new ideas floating around which has meant that some, such as the role of the key worker, are not fully developed. As a result, routine assessments are not always used to inform the planning and preparation of activities that would further extend children's development.

The quality and standards of the early years provision

Children are happy to attend the club as all adults provide a very warm and friendly welcome. At the start of the session adults and children sit around the table eating and chatting about their various days that are reminiscent of a happy family meal where children are listened to and valued. Carefully prepared and well chosen food provides children with a healthy and refreshing snack. Foods from other parts of the world such as hummus and flat bread are used well to widen children's knowledge of different cultures. During the session children help themselves to fresh water and snack of raw carrots and cucumber. Good use is made of the outside area where children run around, use scooters and climbing frame to give themselves some well deserved down time and physical exercise. Because of high expectations and established routines children are well behaved and play sensibly together; older pupils often include younger children in their games of make believe. Posters around the room, such as 'Henry the Hand Helpful Hints', reminds children about why it is important that they wash their hands; something that they freely do. However, it is a struggle for the youngest children as the adult sized sink is too high from them to reach without help.

With very little encouragement children clear up after themselves so that the playroom is clean, tidy and safe for others to use. There are good quality art and craft activities and board games which are easily accessible. When given the opportunity, children independently collect these and take the initiative in their play. Children are closely involved in decision making and the smooth running of the playgroup. Not only do they have a box in which they can place their suggestions (and their concerns), but children are routinely consulted on the focus

of the planned activities. Following their suggestions they are preparing cards for Mother's Day and have extended the activities to planting flowers and seeds as gifts. Given the current form of planning and assessment it is sometimes difficult for the adults to use the children's interests while ensuring that the learning and development needs of each child are comprehensively met.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.