

Happy Days Childcare @ The Willows

Inspection report for early years provision

Unique reference number	EY364108
Inspection date	27/05/2009
Inspector	Margaret Baines

Setting address	The Willows Catholic Primary School, Victoria Road, Kirkham, PRESTON, PR4 2BT
Telephone number	01253 896027
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 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

The out of school play scheme is operated by Happy Days Lancashire Ltd and based in the Willows Catholic Primary School Kirkham, Lancashire. The provision consists of a large school hall, one of four classrooms, an enclosed outside area and associated facilities. A maximum of 50 children aged from three to eight years may attend the play scheme at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are presently 20 children on roll of whom three are in the early years age range. The play scheme is open from Monday to Friday from 07.00 until 18.00 during school holidays only. The play scheme receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff recognise and value the uniqueness of each child, supporting them appropriately in their welfare, learning and development. Children in the early years age range are supported in their learning through activities, which reflect the six areas of learning. The inclusive practice fostered in this setting ensures parents and children are made welcome and children's individual needs are known and met. The key worker system in place builds upon the natural relationships that develop between children and staff. Since registration, improvements have been made and clear self-evaluation ensures the setting's strengths and weaknesses are identified and continuous improvement maintained.

What steps need to be taken to improve provision further?

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

- ensure that children have access to a good range of positive images that reflect our multi-cultural world to promote their learning
- provide further opportunities for self-chosen activities by enhancing and developing the environment.

The leadership and management of the early years provision

Children are cared for by an organised staff group. Staff have a good understanding of child development and the Early Years Foundation Stage requirements. Children enjoy a balance of suitable age appropriate learning experiences and play opportunities, which follow their interests. All required policies and procedures are in place and maintained. Children within the early years age range are provided with a learning journey, which collates observations and assessments of their achievements towards the early learning goals. Staff are motivated and therefore strive to improve their own professional development through further training provided within the organisation and the local authority.

Children are happy and content in the setting and settle into the daily routine. The supervisor and staff work in partnership with parents to provide consistency of care. On registration with the play scheme, parents receive information about the setting and are encouraged to read the policies and procedures. A comprehensive enrolment form is completed to ensure all individual needs can be met for each child. The registration certificate is clearly displayed on the notice board with all other relevant information, ensuring parents are appropriately informed about the setting.

The self-evaluation process has been completed; this is a working document with updates added when actions are completed. Consequently, the setting has a clear view of improvements made and those to be addressed in the future. Children are kept safe, secure indoors and outside through daily visual checks completed by the staff. Risk assessments are maintained to identify any safety issues and help protect children from potential accidents or hazards. Children are supervised outdoors where they access static play equipment, weather permitting, and enjoy activities such as team games. Indoors, children access a good range of suitable resources at low level, which enables them to independently make choices. However, the current organisation of the resources to reflect the six areas of learning lacks clarity.

Children are safeguarded effectively because policies and procedures are in place. In addition, staff have attended safeguarding training and demonstrate a good understanding of child protection issues and the procedure to follow to report any concerns. All the necessary parental consents are in place and the details of named adults allowed to collect the children.

The quality and standards of the early years provision

Children are confident in their surroundings and in the company of the staff. Staff ensure that they get to know the children well. They work hard to meet their individual care routines to provide a varied and exciting day. The supervisor and staff have a good understanding of child development and provide resources that encourage and stimulate children's learning and development. Children take pleasure in using the computer games; they enjoy the baking sessions and the gloop activity, to mention but a few. They have opportunities to learn about living things from for example, visits to a working farm. Information is gathered from parents about what their child can do in 'all about me' sheets, which are used as the starting points on which the setting bases initial observations.

Observation and assessments are in the early stages of initiation. However, they are completed with photographic evidence that identifies achievements and the details of the next steps for those children who are in the early years age range. The learning journeys for these children are shared with parents. Children thrive on the interaction and care they receive from staff. Staff use good eye contact as they play together with the children. The play scheme has good floor space to allow for good physical activities such as indoor team games. Resources are stored at low level that younger children easily access as they confidently help themselves

to an assortment of activity and interactive toys. However, at present the learning environment lacks definition, as the areas of continuous provision are not clearly identified. In addition, there are few resources available that reflect multi-cultural society. Consequently, this limits children's learning and development in the area of diversity. Children develop close relationships with the staff; consequently, children feel secure and safe in this environment.

Children enjoy regular opportunities to experience outdoor play in the fresh air where they exercise in the safety of the school grounds. They also enjoy outings each time the club operates, for example, to the cinema. Children are learning to take responsibility for their own safety by walking indoors, picking up toys and by participating in regular fire evacuation practices where staff explain the importance of evacuating the building quickly and safely. Children learn basic hygiene practices and follow the good role model set by the staff. For example, children know to wash hands at appropriate times of the day. The setting is clean and well maintained to prevent cross-infection. Children enjoy healthy snacks and regular drinks and parents provide lunch. Children experience a varied and well-paced day where they engage in activities of their choice and join in those planned by staff to meet their interests.

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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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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