

Happy Hours @ Checkley

Inspection report for early years provision

Unique reference number

EY342186

Inspection date

07/01/2010

Inspector

Jennie Lenton

Setting address

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Type of setting

Childcare on non-domestic premises

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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).

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.

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Description of the setting

Happy Hours @ Checkley opened in 2006 and is one of seven settings managed by Happy Hours. It operates from one large room in the Community Centre in the village of Checkley, Staffordshire. There is access to an enclosed outdoor play area. The setting serves children from the local and surrounding areas. A maximum of 26 children may attend the setting at any one time. There are currently 52 children on roll including those who receive funding for nursery education. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The setting is open each weekday from 7.30 am. Sessions run until 3.30 pm on Mondays and Thursdays and until 1.00 pm on Tuesdays, Wednesdays and Fridays. There are three staff who work with the children. Of these, two hold a National Vocational Qualification Level 3. The other staff member is currently working towards this qualification. The registered provider for the setting has obtained Early Years Professional Status (EYPS).

The setting is accessible to those with physical disabilities and has been awarded the Inclusion Development Programme Quality Mark by Staffordshire County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content at the setting. They enjoy their play as they move freely around the spacious hall, selecting favourite toys and activities. Staff take time to get to know children's individual personalities and provide individualised support to ensure all children make significant progress in their learning and development. Most documentation is in place to effectively support their care and welfare. Systems for monitoring and evaluating the provision are generally well-established, with a clear focus on improving outcomes for children.

What steps need to be taken to improve provision further?

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

- keep records of the unique reference numbers of CRB Disclosures for all people aged over 16 who have regular contact with children (Suitable People). 21/01/2010

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

- improve the risk assessment to cover anything with which a child may come into contact

- develop the self-evaluation system so that all staff and children are included in the process
- review routine events to allow children to develop independence and self-care skills.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their responsibilities regarding child protection issues and their practice is underpinned by an effective safeguarding policy. All relevant contact details are available for prompt referral to outside agencies if required. Robust recruitment systems ensure that staff complete the necessary checks to ensure they are suitable to work with children. However, one disclosure number has not been appropriately recorded on file, to demonstrate that this procedure has been completed for students. Staff ensure that students are supervised and any visitors to the setting are routinely asked to show identification and are escorted while on the premises. This safeguards children from unvetted individuals. The premises are secure and the setting is risk assessed on a daily basis to ensure that it is fit for purpose. However, the risk assessment does not include details of checks made to the outside area and two sockets in the main hall are not covered. Staff are vigilant, supervising children at all times and encouraging them to play safely. For example, reminding them to keep within the designated area when playing on cars and tricycles so that other children do not get hurt.

Staff develop positive relationships with parents and carers as they offer a warm welcome and show genuine interest in each child as they arrive or leave the setting. All relevant detail is collated from parents prior to children attending, to ensure that health and welfare needs are successfully met. Questionnaires are used to encourage parents to express their views on the setting, along with regular opportunities to engage in conversation on a daily basis. Staff effectively promote equality of opportunity, recognising the importance of working with parents to ensure children receive any additional support they need. Consequently, all children, including those with special educational needs and/or disabilities and those for whom English is an additional language, are fully supported in reaching their potential. Good systems are also in place to support children's transition into school.

All staff are motivated and keen to develop the setting further. Not all staff are offered the opportunity to contribute to the setting's self-evaluation process, however, and the views of children have not been sought. Recommendations from the last inspection have been fully addressed. For instance, registers now show times of arrival and departure and a qualified first-aider is always on the premises during hours of operation. Future plans have been identified to further improve outcomes for children. For example, plans are in place to improve the outside area so that it can be accessed in all weather.

The quality and standards of the early years provision and outcomes for children

Staff demonstrate a sound knowledge of the learning and development requirements of the Early Years Foundation Stage, successfully promoting children's learning and well-being. Observation and assessments are used effectively to identify children's achievements, interests and preferences. Planning is robust and provides appropriate challenge, with staff implementing a range of strategies to extend individual children's learning. This ensures they make continuous progress towards the early learning goals. Staff are clear about how to differentiate activities to make them suitable for different ages and abilities, ensuring that all children are able to engage at their own level. The six areas of learning are all effectively covered through a range of interesting and engaging activities. For instance, children are taken to the local woodland area in the adjoining school where they are encouraged to learn about the different plants and trees and consider how to make 'fairy houses' out of the sticks and leaves that they gather. This effectively develops their knowledge and understanding of the natural world while promoting their creativity and imagination.

Children also get involved in baking activities as they make cakes for a local charity and develop problem solving skills as they weigh and measure ingredients. They have opportunities to interact with members of the local community as they receive visits from the lollipop lady and the fire service. There is also plenty of opportunity for children to initiate their own play. They choose freely from a range of activities on offer, reading stories, playing in the home corner or completing jigsaws. They play together cooperatively as they decide to make a train out of the chairs or engage each other in role play. They are fully engaged throughout their time at the setting, exploring the feel of snow in the trays or taking part in song time, being the 'farmer in the den'. Staff support their play, encouraging them to explore their thinking and develop their learning. For example, asking them about the pictures in the jigsaws which show different scenes. Children name colours confidently and consider what might have happened to make the lorry on the jigsaw tip over.

Children form comfortable relationships with staff and their peers and play well together, showing care and concern for each other and their surroundings. They are secure in the clear routines of the setting and show a strong sense of belonging. They are learning to take care of their environment and are encouraged to help tidy up at the end of the session. However, routine events such as hand washing, snack and mealtimes are not fully exploited to enable children to develop self-care skills and independence. Children's physical development is well-promoted through regular access to the outside area, participation in outdoor activities such as the 'forest school project' and through active play indoors with tricycles and sit-on cars. They are also encouraged to adopt a healthy lifestyle through healthy options such as fresh fruit at snack times. Meals are available from the school, or children bring packed lunches from home. Staff take account of any food allergies to ensure children's well-being. Behaviour is effectively managed as staff respond in a calm manner to any unwanted actions. Good behaviour is

rewarded through praise and encouragement. Consequently, children have high levels of self-esteem and are developing their sense of right and wrong.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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