

Happy Club Limited

Inspection report for early years provision

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Inspection date	04/05/2010
Inspector	Kay Armstrong

Setting address	Holden Clough Primary School, St. Albans Avenue, Ashton-under-Lyne, Lancashire, OL6 8XN
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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).

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.

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Description of the setting

Happy Club Limited has been registered since 1991 and is owned by an individual proprietor. The club operates from within Holden Clough Primary School, which is situated in the Ashton-under-Lyne area of Tameside. The club operates before and after school from 8am to 9am and from 3.10pm to 5.30pm Monday to Friday, term time only. The children have access to the main school hall and adjacent areas. There are toilet facilities close by. Outdoor play is provided in the enclosed outdoor play area. The club serves children who attend the school. It is registered to care for 50 children from three to eight years. There are currently 25 children under the age of eight and seven children in the early years age range on roll. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, four of whom hold an appropriate National Vocational Qualification up to level 4. The club gains support from the local authority and is a member of the Tameside Out of School Club Association and Kids Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the club as they are cared for in a secure environment and are able to access a range of activities which are fun and capture their imaginations. Staff have a good understanding of the Early Years Foundation Stage framework, which ensures children's care, learning and welfare are positively promoted. Children's individual needs are effectively met as the staff team work in partnership with parents and the school. The club has begun to use a formal self-evaluation system, although this is not yet fully developed. The club demonstrates a strong capacity for continuous improvement and is aware of key areas for further development.

What steps need to be taken to improve provision further?

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

- ensure the cords to the blinds on the doorway do not pose a hazard to the children
- provide soap to enable children to wash their hands effectively
- use the information gathered from parents, observations of children and school to inform the planning of activities to further support and enhance children's learning
- further develop systems to evaluate the provision by including parents and children in the process.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well within the club as staff have a good understanding of child protection procedures and know how to implement them effectively to safeguard the children. All visitors to the club are required to sign in and out using the visitors' book. This ensures an accurate record of everyone coming into contact with the children is maintained. Risk assessments are in place and daily safety checks ensure that most hazards are minimised. However, the cord to the blinds on the doors poses a risk to children's safety. Children are taught to be safety conscious and they understand the ground rules. For example, they know their boundaries when playing outdoors and appropriate safety measures are in place when collecting children from within the school. Staff deployment is effective as children are continually supervised and they have a good sense of belonging as they are cared for by staff who are kind, caring and spend time playing with them. This promotes a happy and harmonious environment.

The organisation of toys and activities provides an inclusive and welcoming environment for all children to play and explore in. Many resources are stored at low level so that children are able to make independent choices about their play and learning. Equality and diversity is fostered well through a range of good resources and activities that expand children's understanding of the world around them. All the required documents are in place and available for inspection. The staff are currently reviewing all the policies and procedures. These are available to parents and are implemented well to meet the needs of the children that attend.

The manager demonstrates a strong commitment to providing good childcare and has started to use a self-evaluation system to further identify areas for improvement. However, this system is not yet fully developed to ensure parents and children are included in the process. Recommendations from the previous inspection have been fully implemented. Parents appreciate the care their children receive and effective methods of sharing information have been developed. For example, parents use the comments book to express their delight in the club and the activities offered.

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

Children make good progress in their learning and development as staff have a good understanding of the Early Years Foundation Stage framework and the importance of learning through play. Staff work well with parents to gather relevant information about children's starting points. They observe children at play and use this information to chart children's progress. Strong links have been developed within the school and staff are aware of children's current learning targets. However, they do not use this information to inform the planning of activities, therefore learning opportunities are not always fully maximised.

Children are becoming active learners because staff work hard to make the learning environment accessible and appealing to children. For example, toys are set out attractively, inviting investigation by the children. Communication and language skills are developing well as children listen to stories and ask relevant questions. One child is fascinated by a book about skeletons and spent a considerable amount of time discussing and comparing their merits with a member of staff. Children have access to a wide range of books within the session and in the school library. They freely use writing materials during the session. Problem solving, reasoning and numeracy skills are promoted throughout children's play as they skilfully create models from magnetic shapes and construction equipment. Children freely express themselves as they dress up and sing and dance to music or use a range of creative materials. Children have great fun as they jump on musical cushions. They enjoy being active as they play outdoors with a range of suitable equipment, such as balls and tennis bats. Thought is given to developing children's knowledge and understanding of the world as they learn about other countries, dress in national costumes and taste foods from different parts of the world. Staff are skilful and allow children to play and develop their games without unnecessary interaction, however, they are happy to join in children's games at their request.

Children understand age appropriate expectations of behaviour and are generally well-behaved. Minor altercations are dealt with in a sensitive and calm manner. Children develop good social skills as they learn to share and take turns. They are clearly developing friendships with each other and have developed warm, close relationships with the adults who care for them. Children's good health is promoted well because staff have suitable systems in place for recording accidents and administering medication. Children learn how to manage their own health and hygiene. They are encouraged to independently practise their personal care in the bathroom. However, the lack of soap prevents children from washing their hands effectively. Children know about healthy eating and enjoy nutritious snacks, such as cheese and biscuits, tomatoes, celery, cucumber and strawberries. Drinks are already available and children are encouraged to keep themselves hydrated throughout the session. They learn about keeping themselves safe. For example, they adhere to their boundaries within the designated areas of the school. Good emphasis is put on raising children's awareness of personal safety. They practise the emergency evacuation procedures on a regular basis, which ensures they know and understand what to do in the event of a fire.

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	3
The effectiveness with which the setting deploys resources	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met