

Happy Families Out of School Club

Inspection report for early years provision

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Inspection date	06/05/2010
Inspector	Fiona Robinson

Setting address	Warley Infant & Nursery School, Bleakhouse Road, OLDBURY, West Midlands, B68 9DS
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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 Families Out of School Club was registered in 2009. It operates from the community room within Warley Infant and Nursery School and has the use of the outdoor area. There is ramped disability access to the setting. Children attend the club from the infant and nursery school, and the junior school. The club is open weekdays from 3.30pm until 5.30pm, term-time only.

The setting may care for no more than 24 children under eight years of age, of whom not more than 12 may be in the early years age group. There are currently 10 children on roll, of whom three are under five years of age. There is provision for children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are two staff, one of whom has an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are keen to attend and are fully included in an interesting range of indoor and outdoor activities. Staff are good at promoting the children's welfare and ensure that they enjoy their activities and achieve well. Partnerships with parents and the host school are good and information is shared effectively. Staff accurately identify strengths and areas for improvement and there is a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop assessment systems and ways of recording the achievements for the youngest children
- develop the use of technology in activities.

The effectiveness of leadership and management of the early years provision

Safeguarding is good. Children feel safe and secure because comprehensive policies and procedures are fully implemented. Staff have a good understanding of safeguarding and child protection procedures. Risk assessments are conducted and reviewed regularly. Staff are deployed effectively and children are supervised indoors and outdoors to ensure their safety. Security within the setting is good and there are robust collection procedures in place. Fire evacuation procedures are practised regularly, so that children are familiar with the routine. There are robust staff recruitment and vetting procedures in place.

Partnerships with parents and carers are good. They say their children enjoy coming to the setting and are made to feel welcome. Parents receive regular information through discussions and newsletters. Staff keep them well informed about what the children have been doing. The relationship with the host school is good, and the setting benefits from the use of its facilities, including the outdoor area. Staff always ensure there is a smooth transition to the club at the end of the day. They are experienced at caring for children with special educational needs and/or disabilities. They liaise regularly with the children's parents and staff at the school.

The club is well-led and managed. Sound self-evaluation systems ensure that improvements have a positive impact on the children's experiences at the club. The manager and the staff team take the views of parents and children into consideration when identifying priorities for planning. Staff meet regularly to share planning and discuss activities. There are comprehensive plans in place for future improvement, including developing the use of technology in activities, for example through using the digital camera to record children's achievements. Staff also recognise the need to develop assessment systems and ways of recording achievement for the youngest children. Satisfactory use is made of resources to meet the needs of the children. Staff actively promote equality and diversity and ensure children are fully included in activities. Activities are monitored carefully and staff demonstrate a shared commitment to the development of good quality practice.

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

Children learn through well-planned play and practical activities. Staff involve them in the planning and value their contributions. They are keen to experience activities and achieve well. Systems for assessing and recording activities are being developed, especially for the youngest children.

Children behave well and are friendly and cooperative in activities. Staff are good role models with clear expectations and involved the children in writing the rules for the club. Children acknowledge their acceptance of the rules and boundaries they helped to introduce. They are encouraged to be independent and confident in their choice of activity.

Children develop a good understanding of keeping healthy and safe. They enjoy physical exercise and have valuable opportunities to play outside. They develop their physical skills well and enjoy playing football and team games, including parachute games. They have healthy snacks and independence is promoted effectively at snack time. Children enjoy making their own sandwiches and choosing their own fillings. They learn to use equipment safely as they cut up their own fruit. They also use tools safely as they make collages and models, and benefit from talks on safety.

Children enjoy coming to the after school club and respond well to the good care

and support given by staff. They show an interest in tabletop games and building dens to play in. They use their imaginations well, as they paint pictures and create colourful collages. They like painting flower pots and planting bulbs. They also enjoy making masks and designing stained glass windows. Mathematical thinking is developed effectively as they play games and sort items. They make independent choices from a range of resources and equipment; however they have limited opportunities to use technology in activities. Their skills are developed steadily through topics such as Spring and festivals such as Diwali, Christmas, the Chinese New Year and Easter enrich their experiences. They enjoy dressing up and dancing to music. Overall, the children are soundly prepared for life outside the school day and their next stage in learning.

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	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	3
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	3

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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