

# Happy Kids

Inspection report for early years provision

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**Unique reference number**

EY271511

**Inspection date**

27/05/2010

**Inspector**

Gill Walley

**Setting address**

Round Diamond Primary School, Whitehorse Lane,  
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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 Kids After School Club opened in 2003. It operates from Round Diamond Primary School in the Great Ashby area of Stevenage and is mainly used by children attending the school. The club has the use of the dining room, music room and infant's playground. The club runs a breakfast and after school club, and also a play scheme in the Easter and summer holidays.

The club is open from 03.30pm until 06.00pm, Monday to Friday. There are currently 80 children on roll, of whom eight are in the early years age group. The setting is registered on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work with the children, two of whom are qualified in early years education. Several of the staff are also employed by the primary school, which the club has very good links with. The club is able to support children who have special educational needs and/or disabilities and those who speak English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All children make good progress at Happy Kids After School Club because the setting is inclusive and meets their needs well. The club has a good capacity to improve because the manager and her team are experienced and they review the provision regularly to identify aspects they might adapt, and the staff update their skills by attending regular training courses.

## **What steps need to be taken to improve provision further?**

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

- keep evidence of staff's vetting checks on the premises so that they can be checked easily.

## **The effectiveness of leadership and management of the early years provision**

The children are completely safe because safety procedures are good and all adults are vigilant. The manager has an evacuation plan and the children practise fire drills regularly so that they and the staff know what to do in an emergency. The children play in a safe and enclosed area and they are closely supervised by adults. The manager makes checks throughout the premises before each session to reduce the risk of an accident, and she carries out more thorough checks each month. All staff have first aid qualifications and are trained in the hygienic handling of food. A strength of the setting is that most of the adults who work with the

children are also members of staff at the school. This means that they know the children well, the children know the adults and there are consistent procedures and rules for the children throughout the day. All policies and procedures are reviewed regularly, and parents can refer to them easily. Adults take responsibility for dealing with any accidents, and parents sign the records at collection time. The staff can refer easily to information about children who have allergies. All staff are appropriately vetted and trained to ensure that children are safe, although evidence of this is not kept on the premises which would enable them to be checked easily. Visitors sign in and if parents are delayed and need another adult to pick up their child there is a password system in place.

The club works well with parents, who trust the staff to care for their children and to provide them with enjoyable and varied activities. They have good relationships with the staff and can always talk to them if they wish to. The staff take particular care to give detailed feedback to parents of new arrivals as their children settle in. Parents receive newsletters so that they know what is going on, and have a notice board which shows local events and other useful information, such as the menus and the themes which link the activities. They can also see evidence of the training staff have undertaken. The manager uses regular surveys to ask parents for their views and suggestions about the procedures and activities because she values their involvement in the self-evaluation process. Parents cannot identify anything which could improve, and feel their children are always safe and well-cared for.

There is a close partnership with the adjoining primary school which allows the club to make use of many different school facilities, especially during the school holiday play sessions. The manager is very focussed on improving the club and has identified changes she could make, for example, in developing the planning to include more detail. She involves the children in reviewing what happens at the club and in thinking of ways it could improve, for example, the children have suggested new resources they would like to play with and the activities they would like to spend more time on, such as painting. The manager adapts procedures to meet the needs of children who find learning more difficult, or who are learning to speak English as an additional language, so that they make good progress. The manager plans activities to include specific skills she hopes the children will develop in all areas of their learning, and shares these with parents so that they know what progress their children are making. Some activities relate to particular themes which interest the children well, such as 'Us and People'. There have been many improvements since the last inspection report, for example, the children now have more space to play in and children know that they must never open the main door. The manager has a procedure to follow if a child is lost and confidential records are locked away.

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

The children have a wide range of activities to choose from, and they especially like playing in the outdoor area. They play well together, share toys and take turns. They concentrate well, for example with puzzles, and develop good relationships with one another. The children behave well because the staff are

good role models and they praise the children to encourage them to make the right choices. Older and younger children play well together and this helps the younger ones to gain confidence. The staff meet regularly to discuss ways of including activities the children have chosen in their planning so that the children make progress in all areas of learning. They learn about the importance of a healthy lifestyle because they eat healthy breakfasts and tea-time snacks. Children can explain when and why they need to wash their hands, and antibacterial gel is always available.

The children can choose what they want to play with and decide if they want to play outdoors or in the classroom. There are many creative tasks which help them to develop skills, such as drawing, painting and collage making, and the children take pride in their art work which is displayed on the classroom walls. Outdoors, the children develop their physical skills well through riding scooters, skipping, climbing and playing with balls. The outdoor area is exciting and includes a wild garden where children can explore, for example, they look at plants and identify mini beasts, and they have opportunities to learn about growing plants such as radishes. The playground markings include a road way, and this helps the children to develop their understanding of road safety. There is plenty of space so that the children can play energetically or more quietly. The children can do their homework during the after school sessions if they want to, and the staff listen to children reading and help them to learn their spellings. The children learn about different cultures and faiths because they talk about celebrations and festivals. For example, at Diwali they read the story of Rama and Sita, they looked at photos and traditional clothes, and they tasted Indian snacks and sweets. At Chinese New Year the children made a large dragon and tasted Chinese food. They play with multicultural resources, such as dolls, and they have toys which help them to understand equality and diversity well.

During the school holidays the children enjoy many special activities and visitors, and they learn yoga, street dancing, magic and enjoy a science road show. These activities give them a broad range of experiences and help them to develop wider skills.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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