

# Happy Kids

Inspection report for early years provision

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| <b>Unique reference number</b> | EY260456                               |
| <b>Inspection date</b>         | 18/01/2011                             |
| <b>Inspector</b>               | Timothy Butcher                        |
| <b>Setting address</b>         | Hillfield, Cheddar, Somerset, BS27 3HN |
| <b>Telephone number</b>        | 07989 694344                           |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Happy Kids out of school club was registered in 2003. It operates from the grounds of Cheddar First School, Cheddar, Somerset. The care takes place in the school studio, with occasional use of the multi-function room. The out of school club has use of two fully enclosed playgrounds. The club serves children from Cheddar First School and other local schools from the surrounding area. The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 60 children from four to eight years on roll; of these six are within the early years age range. Children attend for a variety of sessions. The club opens each weekday afternoon during school term times. Sessions are from 3.30pm until 6pm on Monday to Thursday and from 3.30pm to 5.15pm on Fridays. There are five members of staff who work with the children, two of whom hold level 3 qualifications in the early years. One member of staff is working towards a level 3 qualification and one member of staff is working towards a level 2 qualification. The club supports children who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy their time suitably engaged in the activities on offer. Adults plan interesting activities for children. However, they do not fully evaluate children's progress. The general health and safety of children is satisfactorily promoted. Some policies lack detail, which means they do not fully meet specific legal requirements and this has the potential to undermine their effectiveness and clarity. The club demonstrates the capacity for gradual and continuous improvement for example through the training programme provided to the staff team.

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

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

- ensure that at least half of all staff, excluding the manager, hold a full and relevant level 2 qualification as defined by the Children's Workforce Development Council (Suitable people) (also applies to the Childcare Register).

28/01/2011

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

- improve the use of current observation and assessment to identify learning priorities and to track children's progress
- develop further staff's understanding of safeguarding issues and procedures

and ensure the policy reflects all aspects of the local safeguarding children boards guidance

- develop the systems to ensure information is regularly shared between providers and partners to support individual children and to promote their achievement and well being
- carry out regular fire drills to ensure that all children are aware of the procedures to follow in the event of an emergency.

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

The staff team have an adequate awareness of safeguarding issues and procedures to enable them to take appropriate action should they have a concern about a child. The safeguarding policy and procedure are basic, however the legal requirement is met. Staff's knowledge of the procedure is not regularly updated to keep their information as current as possible. All staff working with children have been suitably vetted. The provider carries out a suitable risk assessment of the premises and potential hazards to children are successfully minimised. For example, a staff member undertakes a visual inspection of the outside area before children arrive to ensure it is free from hazards. Other policies and procedures also ensure the safe and smooth running of the club. These include a complaints procedure, which has been updated since the previous inspection.

The club establishes positive relationships with parents and carers. The provider adequately promotes equality and diversity through the exchange of information with parents. This supports the continuity of care for individual children. Information is routinely shared at the point of collection and this includes any information passed to them from school staff. Parents do not have easy access to their child's learning profile and so information about children's progress is not usefully shared. Parents have their views canvassed through a questionnaire. Parents report positively about the out of school club in general and are content with the care provided. Children are asked about the range of activities on offer and are able to use a wall display to identify and record some future activities. The staff adequately communicate with the schools that children attend, however, comprehensive information is not shared to fully support children's learning and development.

Children are offered a suitable range of resources that are fit for purpose. They are able to self-select from those put out and to ask for others from the storage cupboard. The staff team ensure that there is variety and enough to be of interest to the children. Staff are suitably deployed to supervise children. For example, children feel assured as staff are on hand to support them.

The provider has met the majority of the recommendations from the previous inspection. There is evidence of their beneficial impact on children's welfare learning and development. For example, the club has moved to better facilities within the school site. They have also provided a soft furnished area where children can relax and undertake quieter activities in comfort.

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

The out of school club provides an adequate range of activities and play opportunities for children. Children develop social skills as they play together. The staff team is focused on meeting the needs of all children and has an adequate understanding of the Early Years Foundation Stage framework. Some limited observation is carried out and an overview of each child is held. However, children's progress is not tracked and so there is no clear picture of children's next steps or achievements. As a result, activities are not tailored to ensure that all children make good progress in their learning and development.

Children are broadly content and willing to take part in activities. They make decisions about the activities that they engage in and are able to exercise choice. They show a clear sense of belonging through their warm interactions with the staff and the relaxed way they go about their play. As a result, children make a good and positive contribution. Children begin to understand about healthy lifestyles and are suitably supported to develop their personal self-care skills such as through hand washing routines at snack time. They have regular opportunities to be active. They take their play outside. Boys in particular, relish the outdoor opportunities to play football and to ride on the scooters. They set themselves physical challenges and demonstrate their growing confidence to stop and to steer. Children generally make satisfactory progress in their communication, language and literacy and skills relating to information communication and technology. For example, they independently load games to play on the console and become absorbed in the activity. A member of staff reminds children that their play is time limited so that everyone has a turn. As a result, children take turns routinely and everyone has a chance to play in other areas. Most children, in general, secure the skills they require in order to progress their learning. Children cooperate with each other for example sharing construction materials, such as building bricks. They share the fun when they take part in big group creative activities. For example, when they create a large collage together using construction sticks and craft materials. Most, although not all children, learn how to keep themselves and others safe, for example, through the regular practise of the fire drill.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 3 |
| 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                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as stipulated on the Early Years Register section of the report (Qualifications and training). 28/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as stipulated on the Early Years Register section of the report (Qualifications and training). 28/01/2011