

# Happy Times Care Club

Inspection report for early years provision

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**Unique reference number**

EY418800

**Inspection date**

19/07/2011

**Inspector**

Shirley Wilkes

**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).

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 Times Care Club Limited has been under its current ownership since 2010. It has been operating since 1995 and is based at Hassell County Primary School, Newcastle-under-Lyme. The club has the use of various classrooms within the school. There is a fully enclosed area available for outdoor play.

The setting operates Monday to Friday all year round. Sessions are from 7.30am to 9am and 3pm to 6pm during school term-time and 7.30am to 6pm during school holidays. Children are able to attend for a variety of sessions.

A maximum of 92 children under eight years may attend the club at any one time. There are currently 92 children on roll, of whom 24 are in the early years age range. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The nursery employs 11 members of staff. Of these, nine hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Staff work well as a team to offer a relaxed environment, taking account of children's need to wind down after the rigours of the school day. Provision for children's learning and development is good and all children are included, suitably occupied and enjoy the range of activities provided. The setting works well with parents and other providers delivering the Early Years Foundation Stage. This means they are able to ensure progression and continuity of learning and care. The staff team are enthusiastic and keen to make improvements to benefit children, however, the systems to self-evaluate and identify strengths and weakness are still being developed.

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

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children are safe as a result of the procedures in place to ensure staff are suitably experienced and qualified, with full vetting conducted to assess suitability. Staff demonstrate a good understanding of the safeguarding procedures and are fully

aware of their responsibilities to protect children in their care. Risk assessments are carried out appropriately, with daily checks to ensure risks are minimised. All records relating to children's individual health and safety are well maintained. As a result, staff have a good understanding of how to meet children's individual care needs. Staff complete the necessary paperwork to ensure children's safety, such as accident and medication records and consents for outings and emergency medical treatment.

The relationship with the host school is good, and liaison with teaching staff regarding children's progress in the Early Years Foundation Stage is well established. This enables a consistent approach to be implemented to build on children's stages and learning styles. Children attending are familiar with the layout and the expectations of their behaviour and use of the premises. Children can choose their own activities and interact with their peers and the adults in an informal way. Children feel safe as they are familiar with the key workers who care for them. They are aware of the rules for safety in the setting and outdoors. Children are able to play in an organised environment where space is used effectively. Children's learning is supported in all areas as they can access suitable and appropriate resources and activities.

Children access a good selection of resources depicting positive images of different cultures, family backgrounds and abilities, which promotes children's positive attitudes to the diverse community. Staff take time to speak to parents daily to discuss achievements and efforts and to pass on any information from the child's school day. The close working relationship between the club and parents ensures that each child's individual needs are addressed in a consistent and respectful manner.

The management are able to clearly identify the club's main strengths and prioritise areas for future improvement. They do engage with the children, who have input into the planning of activities and the purchasing of new equipment. However, they have not yet begun to record this formally or consider how to attain and use parents' views and opinions to contribute to the evaluation process.

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

Children in this club are happy, settled and very confident. They relax and enjoy their leisure and activities after the rigidity of the school day. They show involvement in their play with age-appropriate toys and resources. They join in purposeful play and exploration both in and out of doors, with a balance of adult-led and child-led activities that foster active learning. This includes arts and crafts, role play and board games. Physical activity is favoured by most of the children as they eagerly join in games using the parachute.

Staff deploy themselves well, establishing warm, trusting and relaxed relationships with children. This means that children are very confident around staff, readily seek advice and support, and are keen for staff to join in their games. Staff are enthusiastic in their interaction with the children, using the information supplied by

parents, class teachers and the children themselves to meet individual needs. Staff have a good understanding of the Early Years Foundation Stage, and consequently children's progress is supported well. Children's behaviour is managed well in the informal environment. Staff gently remind them about their behaviour and the need to consider the needs and safety of others at times. A range of resources are included to promote children's awareness of different cultures and disabilities, while planning also reflects diversity as the setting celebrates different festivals. This enables children to value similarities and differences in themselves and others.

Healthy lifestyles are promoted and children follow good hygiene routines, washing their hands before eating snacks. They make healthy choices about what they eat and drink as they enjoy cheese and crackers and fresh fruit. Drinks are readily available throughout the session to ensure children remain hydrated. Children enjoy playing outdoors, joining in with a variety of games, and are able to use the static equipment in the playground to develop their physical 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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

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