

Happy Days Out of School

Inspection report for early years provision

Unique reference number

511465

Inspection date

22/09/2011

Inspector

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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 Days Out of School is owned by private individuals at Holyrood Church and has been registered since 1998. The group is in the Swinton area of Salford. It operates from the Holyrood Church hall building which consists of the hall and toilets on the ground floor and the basement room. There is access to outdoor play which is enclosed on three sides.

The group is open Monday to Friday from 3.15pm to 5.45pm during term time. The children attend for a variety of sessions. The group is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 45 children may attend the group at any one time, all of which may be on the Early Years Register. There are 57 children attending the group at present, 33 of these are aged under eight years and 14 are on the Early Years Register.

There is a total of eight staff including both providers. Two of the staff hold level 3 childcare qualifications. The group is supported by Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel safe and settle easily in the friendly, family atmosphere of this out of school club. A key person system is in place and they work closely with parents and other providers in most respects so that children's needs are met. Children make satisfactory progress in most areas of their learning. However, there are some gaps in planning for some aspects of their learning. All required policies and procedures are in place to safeguard children. The management team has begun to complete a self-evaluation of the provision and has some awareness of 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 there is effective communication with school and other providers to ensure that children's needs are met and there is continuity in their learning
- increase opportunities for children to be supported in developing their understanding of Problem Solving, Reasoning and Numeracy
- match observations and planning to the expectations of the early learning goals
- increase opportunities for children to be outside on a daily basis all year round.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and appropriately protected because staff understand local safeguarding procedures. They are informed about child protection and have the appropriate contact details should they be concerned about a child. All staff are vetted and sign statements to say they are suitable on a regular basis. Children are kept safe in the premises as all entrances are kept secure though clear systems. For example, visitors are asked to sign in and there are doorbells on the entrances. Staff regularly review and update their risk assessments, including the collection of children from school. This means that children are protected when using the equipment and on trips.

Staff have a generally good understanding of the Early Years Foundation Stage and are further supported by the Deputy Manager who takes a lead on this area. This means that children are generally supported in their learning. There is a range of resources available for the children to choose from, including a quiet area where they can read books and relax. This means that they are able to enjoy their learning and make adequate progress.

The management team is aware of its strengths and weaknesses. They look for ways to improve their provision for the children and sets actions for the setting. For example, they plan to develop systems for children to make their own choices at snack time. They have addressed previous recommendations made by Ofsted. For example, the children's register now contains the children's hours of attendance.

The setting has a positive relationship with parents and carers. They use the key person system to obtain useful information about each child, such as allergies and medical needs. This means they attend to parent's wishes and children's individual needs. Staff meet with parents regularly and obtain their views, so that the setting can act on them. There are basic relationships with other provisions and professionals, so staff potentially miss opportunities to support children in their learning. This means that children's progress is not maximised.

The staff provide activities that can be accessed by all, including those with special educational needs and/or disabilities. Children are learning to develop attitudes towards each other, as the older children in the setting support younger children. For example, children support each other during phonics activities on a computer. The staff tackle any discriminatory comments and teach children about their own and other cultures through a range of activities, such as making Chinese lanterns for Chinese New Year.

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

Children feel safe and secure and really enjoy being in this setting. This is because staff provide a warm welcome and are careful to meet the needs. Children move freely around and have a good understanding of dangers. This is because staff and older children are positive role models. Children know how to use tools safely, such as scissors, as staff support children and provide reminders of how to be safe.

Children are beginning to follow hygiene routines, such as washing their hands before snack, with some prompting by staff. Children are starting to make good food choices because they are offered healthy options, such as fruit and crackers for snack. They engage in physical activity inside. For example, children play football in the large hall and all children are welcome to join in. However, there are limited opportunities for outdoor activities. This means that some children do not get outdoor play everyday.

Children are making steady progress towards the Early Learning Goals as staff plan activities around the children's interests. They regularly observe children and what they need to do next is identified. However, the planning and observations are not always matched to the Early Years Foundation Stage. This means that children's progress does not reach its full potential. Children enjoy reading stories with older children in the quiet area and develop early writing skills. For example, children make 'funny face' cards in the creative area and make marks on the inside of them. Children use a range of technological toys, such as hand held computers to explore their knowledge of numbers and phonics. However, the opportunities for activities in Problem Solving, Reasoning and Numeracy are limited and as such, children potentially do not make enough progress in this area.

Children behave well in the setting and display a strong sense of belonging. This is because staff have set clear boundaries. They are able to choose which area they want to play in. Although, not all resources can be out, the staff have developed a photo book system so all children can request resources that they would like to access. They are beginning to learn about their own and other cultures and beliefs because they celebrate birthdays and festivals together.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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