

# Happy Families @ Woodview Primary School

Inspection report for early years provision

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| <b>Unique reference number</b> | EY423190  |
| <b>Inspection date</b>         | 18/10/2011  |
| <b>Inspector</b>               | Elaine Hayward  |
| <b>Setting address</b>         | Woodview Primary School, Woodview Drive, BIRMINGHAM,<br>B15 2HU |
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| <b>Type of setting</b>         | Childcare - Non-Domestic  |

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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 @ Woodview Primary School was re-registered under new ownership in 2011 and is one of seven settings run by Happy Families Childcare Limited. It operates from a classroom and the hall within the school building. Children have access to the school grounds for outdoor play.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend at any one time. There is currently one child on roll in the early years age range. Care is also offered to children aged from five to eleven years. Only children who attend the school may attend the setting. The provision is open term time only each weekday from 7.45am to 8.55am and 3.05pm to 6pm Monday to Thursday and 3.05pm to 5.45pm on Friday. The setting supports children with special educational needs and disabilities.

The setting employs four members of staff. Three members of staff hold appropriate early years qualifications, the manager to degree level with one staff member holding level 3 and one level 2. The setting receives support from the local authority and works in partnership with the school and other professionals.

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

Overall the quality of the provision is good.

Children are happy and confident in the setting. A welcoming and inclusive service is provided where children's individual needs and interests are identified. Activities suitable to each child's stage of development promote children's welfare and learning. Partnerships with parents are good and there is very close liaison with the host school. Strengths and areas for improvement are accurately identified and there is 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:

- create records that are clear, developing systems that provide a summary of children's achievements to ensure their progression
- create an environment that is rich in books
- support further children's development in independence skills, such as at snack time.

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

Effective safeguarding procedures ensure that children are well protected from the risk of harm. Staff are clearly aware of the procedures to take should they have concerns about a child. Robust procedures for vetting and assessing the suitability of staff are in place to ensure the well-being of all. Risk assessments are conducted and reviewed along with effective daily checks to enable children to move freely and safely around the setting. Staff deployment and organisation ensures that children are well supervised and supported in their learning. There is a wide, varied range of resources although, at present books are not readily accessible for children to independently access in the setting.

The provision is well-led and managed. The new manager has clear vision of what she wants to achieve and communicates ambition. Many effective changes have been implemented. Plans for improvement and development have been identified through a clear self-evaluation process, taking into account the views of others including the children in order to improve and enhance the provision.

Practitioners have good understanding of issues relating to equality and diversity in order to provide inclusion for all. Children with special educational needs and disabilities are comprehensively supported by practitioners who liaise very closely with parents and the school in order to meet children's individual needs. Information is shared with parents through daily discussions, displays and newsletters.

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

Children are happy and confident. They are keen to attend the out of school club. They enjoy their time and feel safe. They know their surroundings, the staff and each other. They behave well, responding positively to the clear guidelines and staff who act as good role models. They have helped make the 'rules' which are on display along with their photograph, such as, 'make people feel welcome', 'have good table manners' and 'respect the toys'. As a result of their involvement and understanding children are polite and are considerate towards each other. They share and take turns. They tidy up after completing an activity. They love to be monitors and help clear the tables after snack. Children love the star chart when they sit together with staff and talk about how they have taken responsibility, helped and shown care. They are keen to take home the trophy and receive a certificate at the end of the week.

Children develop good understanding of keeping healthy and safe. They learn about safety as they practise fire drills and understand the importance of walking rather than running around the furniture. They enjoy physical exercise both indoors and out as they learn skills, such as, football, or have opportunities to climb, play games or run around outside each day. Children enjoy lovely healthy

snacks after school, such as, soup, jacket potatoes or sandwiches followed by fresh fruit and yogurts. There are, however, missed opportunities to further promote children's independence, such as, by serving their own food and drinks.

Practitioners understand the need to deliver the Early Years Foundation Stage through play in such a way as to complement the education and care they receive in their day at school. The setting liaises very closely with the school to support children's skills through activities they enjoy. Practitioners clearly know the children well, their interests, likes and dislikes. Practitioners are aware that children need to relax and have choices and to provide a balance of structured activities and free play. They observe, assess and plan. However, clear records of children's achievements are not clearly in place to ensure children move forward.

Children are keen to show and take pride in their achievements, receiving praise from staff. They love to see their achievements on display. They use their imagination and enjoy being creative. Children learn about diversity and the wider world as, for example, they celebrate festivals from around the world throughout the year. Children are currently enthusiastically involved in a project 'Black History month'. The children can be seen concentrating intently, working cooperatively together to make a Union Jack flag. Some children cut small pieces of red fabric whilst others carefully stick pieces of paper in the right places. Other children look at books including encyclopaedias and on the internet, researching influential people from the past and present, such as, sports personalities, news presenters and trade union leaders, trying to find out more about those who have had influence in Britain. They will then share their findings with their peers and staff. Children achieve and enjoy. Overall children are well prepared for life outside school and are developing skills for the future.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### 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>            | 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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|--|---|
| 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

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|--|---|
| <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