

# Happy Hours

Inspection report for early years provision

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**Unique reference number**

EY224564

**Inspection date**

08/02/2012

**Inspector**

Susan Rogers

**Setting address**

Hugo Meynell C of E Primary School, Eccleshall Road,  
Loggerheads, MARKET DRAYTON, Shropshire, TF9 4NU

**Telephone number**

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**Type of setting**

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 Hours opened in 2001. It is privately run and is one of five out of school clubs and a nursery run by the same private provider. It operates from the community room in Hugo Meynell Primary School in Loggerheads, near Market Drayton, Shropshire. There is an accessible and secure, enclosed, outdoor play area. The children who attend also attend the host school.

A maximum of 24 children aged from three to under eight years may attend at any one time. There are currently 65 children aged from three to 11 years on roll. Of these, 14 are aged within the early years age group. Children attend for a variety of sessions. The setting is open from 7.30am until 8.45am and from 3.15pm until 6.15pm, Monday to Friday during term time. The setting is also open during some of the school holidays from 7.30am until 6.15pm. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

There are two members of staff, including the manager, who work with the children. Of these both hold National Vocational Qualifications (NVQs) at level 3. The setting is supported by the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they are happy and settled in this stimulating setting. Partnerships with parents and additional agencies are effective with exchanges of information on children's progress regularly taking place. The organisation of the setting is mostly effective, however, the key worker system is currently not fully functional and children are not always able to access the outdoors during the colder weather. Staff are able to support children's individual needs and provide good support for children who have special educational needs and/or disabilities. There is a system in place that measures the effectiveness of the setting and is documented. The setting drives forward good developments, demonstrating that it has a good capacity for ongoing improvement.

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

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

- ensure that each child is assigned a key person. (Organisation) 09/03/2012

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

- provide 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 well safeguarded as staff have a good understanding of local procedures and there is a comprehensive policy in place. Parents are aware of staff responsibilities through the parent handbook and discussions with staff. Staff suitability is ensured through the prompt and comprehensive vetting system. Staff are well supported by the large organisation through training and appraisals. The documented risk assessments are thorough and assess any potential risks to children. Staff monitor children's play consistently by sensitively offering explanations so they play safely. This increases children's feelings of safety. Policies and procedures are well presented, reviewed regularly and shared with staff and parents. The organisation of the premises is good, enabling children to enjoy a range of activities that match their needs and abilities. The room is well organised to allow children to enjoy a range of creative opportunities where they form friendships and increase their confidence. Although children use the outdoors regularly during the warmer weather they are unable to access this area during the colder weather, limiting a fuller range of activities. The delegation of staff duties is mostly effective with staff supporting children throughout their play activities. However, due to recent staff changes not all children are allocated to a key worker, which is a statutory requirement.

There are effective partnerships with additional agencies and the setting works positively with the host school. Children's continuity of care is secured through exchanges of information and because some staff work in both the school and other early years settings that some of the younger children attend. This ensures children feel very safe and secure, as the same staff are present throughout the children's day. Children who have special educational needs and/or learning disabilities receive good care as the setting is well equipped and has a clear knowledge of each child's needs and how these are best supported. There are effective partnerships in place with parents who are kept well informed of their child's progress through their learning journals and regular discussions with staff as they collect their child. Effective liaison with the school means that staff pass on messages and important information to parents, further promoting children's care and learning.

A detailed assessment of the setting's effectiveness is in place. This includes the opinions of children, their parents and additional agencies. Parents are kept updated of all strategic changes within the setting by discussions and an informative newsletter. This ensures their opinions are valued and that they effectively participate in driving forward change and improvement. The system that measures the effectiveness of the setting is established and includes the opinions of children, their parents and the staff. Considered documentation of this process provides a focus for further developments.

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

Children enjoy a variety of play experiences at this busy and popular setting. Staff track younger children's progress through photographs and documented evaluations of their activities and identify their next steps. Children form strong bonds with other children and staff, and enjoy a variety of creative play opportunities. They eagerly access the dressing up box and help each other to put on costumes so can enact their imagined play ideas. Here they develop their communication skills as they explain to each other what they are doing and negotiate different activities and ideas. Older children are able to complete their homework and are offered support if this is needed. Younger children are offered friendship and their needs are accommodated by the older children who include them in their play activities. Activities that promote children's problem solving skills are plentiful. These encourage children to work together and in teams, while they discuss winning strategies and devise solutions. Throughout their activities children are supported by the caring staff team. Staff have a good knowledge of the children they care for and use this effectively when planning activities. They ensure that children are included in the planning process so that their individual needs and preferences are respected. The availability of craft activities encourages children to write and mark-make. Children enjoy using a small football game that encourages their understanding of using rules. They learn how to keep the score and develop their physical skills as they move a small ball into the goal area.

Children enjoy nutritious snacks during the sessions. Cereals, toast, squash and water are served at the morning session and a combination of hot snacks, pancakes and fruit are served later on. Children have good access to drinks throughout their time at the setting. Children extend their independence as they pour their own drinks and set the table. Meal times are a pleasant social experience for all the children as they chat to their friends and share aspects of their school day with each other. During the school holidays there are suitable arrangements in place for children to store their packed lunches. Children are learning how to protect themselves from illness and infection as they wash their hand before their snacks. There are good arrangements in place so that staff follow parents' instructions if their child needs medication and a comprehensive document records accidents, thereby promoting children's welfare well.

## 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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