

Happy Families Out Of School Childcare Centre

Inspection report for early years provision

Unique reference number	EY358870
Inspection date	15/03/2012
Inspector	Patricia Dawes
Setting address	St. Gregorys RC Primary School, Park Road, SMETHWICK, West Midlands, B67 5HX
Telephone number	0121 5501494
Email	info@hfcc.co.uk
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 Families Out of School Childcare Centre registered in 2007. It is one of seven groups run by Happy Families Child Care Limited. The group has use of three areas within a primary school in Smethwick, West Midlands. All children share access to a secure enclosed outdoor play area. The club serves the children who attend the school and children in the local community if places are available. The club has strong links with the school.

The club is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The club is registered to care for a maximum of 48 children under eight years at any one time. There are currently 17 children on roll who are within the Early Years Foundation Stage. Children up to 11 years also attend. The club is open five days a week during term-time. Sessions are from 7.45am to 9am and 3.15pm to 6pm. Children attend for a variety of sessions.

The club employs four members of staff. All of whom hold appropriate early years qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, confident and well cared for at the very welcoming and inclusive club. They enjoy spending their time with the enthusiastic staff who skilfully plan and provide an array of activities to enhance children's progress towards the early learning goals. Excellent partnership working with parents and the school ensures that children's welfare, learning and development needs are met in a consistent way across their home, school and the club. The dedicated staff team are highly committed to improving their practice. They monitor the success of activities well and ensure that children and parents are actively involved in shaping the future success of the club.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being with particular regard to the outdoor play space.

The effectiveness of leadership and management of the early years provision

Children are safeguarded exceptionally well. All staff has expert understanding of safeguarding children issues including the possible signs of abuse and the procedures to follow should they have concerns about a child in their care. Children are fully protected by the clubs robust recruitment procedures as these ensure that they are cared for by suitable and very well-qualified staff. Effective risk assessments are in place, however, a review of the outdoor play space is required to maintain an extremely safe and secure environment for the children. Children readily participate in the emergency evacuation procedure, so they are well aware of the steps to take and the different exits to use when they hear the alarm. Staff supervise the children extremely well throughout the sessions. For example, they vigilantly escort them to and from the toilets situated down the corridor and ensure the required ratios are consistently met when groups of children are playing outdoors.

Furniture, equipment and resources are wide ranging and of high quality, resulting in an environment that enhances children's play, learning and development. Staff are very mindful to assess their inclusive practice, ensuring that younger children are fully included in all aspects of the provision. Parents and carers feel that the staff are very welcoming and that they engage with them exceptionally well. They feel very well informed of the activities their children are involved in as staff take time to chat to them at the end of each session. Informative, meaningful displays and access to the website on the internet for detailed information go further to ensure that parents are fully updated on changes to policies and forthcoming events. Staff actively foster links with the primary school in order to support and compliment children's experiences across both settings. They meet routinely with teachers to discuss children's development and keep them up-to-date with children's achievements by passing on their observations of children's progress. As a result, staff have excellent knowledge of children's learning priorities in school and are therefore able to compliment these at the club.

The success of the club is underpinned by excellent leadership and management. Staff work as a highly dedicated team and are fully encouraged to work towards their own professional development. The management clearly values the views of children and parents and follows these up very proactively to bring about significant improvements to the provision. For example, following a suggestion from parents, the written policies and procedures are now much more accessible and are shared more readily when a child first attends. Self-evaluation is ongoing and targets for improvement reflect the high expectations of all involved in the setting and their commitment to sustaining the outstanding quality of the provision.

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

Staff demonstrate a strong understanding of the Early Years Foundation Stage, which enables them to meet the needs of the younger children in the group with great success. They diligently assess how well the children progress, and assessments, are used very well to identify the next steps in children's learning. Staff recognises the need to review their planning records to ensure they highlight more clearly how staff are supporting individual children to achieve their learning priorities.

Children's experiences at the club are enhanced as staff devotes a majority of their time to supporting children's play and inspiring their learning. As a result, children form very trusting relationships with the staff and often invite them to join in as they build cars from the themed occupations box and play ball games in the playground. Children engage in excellent conversations with each other as they describe the creative pictures they have drawn. Their interest in mark making is extended further as they use chalks to draw on the larger ground area outside. The environment is extremely bright, colourful and stimulating. Children are able to spread out freely in a cosy space to relax and share books after a busy day at school.

The richly resourced role play area is extremely well used by the younger children. Here they play together, following the same theme as they play with dolls and take them for walks in the push chairs. There are many resources that inspire children to explore the uses of everyday technology, such as telephones, cash registers and computer keyboards. Children's behaviour is excellent because staff provide lots of praise and encouragement and place emphasis on valuing each child's contribution to the club. For example, children are encouraged to take ownership of their behaviour by helping to compile the clubs positive rules. Older children are very supportive of the younger children's needs as they kindly show them how to make a Mother's Day pot and flowers during a creative activity. Children's awareness of diversity is promoted through displays of people from different cultures and an excellent range of resources.

Children benefit from a selection of freshly prepared snacks which constitute a very healthy and balanced diet. For example, they keenly devour the meatball, rice and selection of fresh fruit. Children have independent access to a jug of fresh water to maintain their energy and hydration levels throughout the session. Children delight in the chance to play in the outdoor environment on a daily basis. They enjoy accessing the fresh air and exercising as they use a wide range of outdoor equipment. For example, younger children display great control and strength as they build up momentum to move a wheeled tyre. Children demonstrate a high awareness of their own safety because staff create opportunities for them to be involved in risk assessing new hazards that arise. Children are learning to use tools safely as they complete everyday tasks, such as chopping soft vegetables with a knife and using scissors.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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