

Happitots Out Of School Club

Inspection report for early years provision

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Inspection date	20/03/2012
Inspector	Anne Drinkwater
Setting address	Springfield Primary School, Springfield Road, SALE, Cheshire, M33 7XS
Telephone number	0161 9626428
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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).

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

Happitots Out Of School Club registered in 2006 and is privately owned. It operates from within Springfield Primary school in the Sale area of Trafford and has strong links with the school. Children have access to the school canteen and outdoor play areas. The breakfast club and after school are for children attending the school, the holiday provision serves the local area.

A maximum of 56 children may attend the setting at any one time. There are currently 15 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting has procedures in place to support children with special educational needs and/or disabilities, and who speak English as an additional language.

The breakfast club operates from 7.45am to 9am, the after school session operates from 3.20pm to 5.45pm, both operating term time only. In addition the provision operates a holiday club for any child in the community for nine weeks of school holidays. Sessions are held Monday to Friday from 8am to 5.45pm. Children are able to attend for a variety of sessions. The provider employs a manager and seven members of staff. Of these, five hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because the staff at the provision creates a safe, secure environment and warm, positive and trusting relationships are established between children and staff. A good variety of stimulating activities are provided that enhance the early years activities and experiences children have in school. The club has good partnerships with parents and the host school. The after school club uses a good system of self-evaluation that is responsive to its users. A good capacity to maintain continuous improvement is demonstrated by annual audits and the actions taken to address identified weaknesses and staff commitment to ongoing professional development to improve outcomes for children in their care.

What steps need to be taken to improve provision further?

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

- improve the daily routine to allow children more frequent access to the outdoor environment
- develop further the arrangements for planning and assessments so it can be used on a regular basis to incorporate children's next steps and assist in providing challenging learning and development experiences across all areas

of learning.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection and how to safeguard the children in their care. Appropriate child protection and safeguarding procedures are easily accessible, this ensures that staff are able to take prompt action if they have any concerns regarding children's welfare. Good procedures are in place at the start of employment to ensure staff are suitable to work with the children. The premises are safe and secure and detailed risk assessments are carried out and recorded for all areas of the setting, the well established systems relating to children's arrival and collection times further promote their security, this ensures that the children are safe within the premises. Staff are trained in first aid and hold valid first aid certificates to ensure they can give appropriate treatment when needed. Regular fire drills ensure the children are fully aware of what they need to do in an emergency.

Resources are attractively presented so that when children arrive they can see the choice of activities available and immediately set about their play. Children can suggest ideas for different activities and resources are swapped around according to staff planning and the children's suggestions, to ensure they do not get bored by what is on offer. Good systems are in place to promote equality as children's individual needs are known and respected. Children learn about cultures and beliefs through planned activities relating to festivals and cultural events. They also benefit from a learning environment that promotes positive images of all people in the community. Deployment of resources is effective as staff make good use of time and space. They ensure children are appropriately supported at all times and engaged in a good balance of activities, that are differentiated to reflect children's abilities. Parents report that their children are happy at the setting and that they feel safe as they have good relationships with staff. Parents emphasise how they value the good communication and partnerships between themselves, the staff and the school. Parents explain how the staff strive to meet the needs of the children and families, stating that 'staff really go the extra mile'. Staff work well with the teachers of the school the children attend. Regular information sharing ensures there is good continuity of care for the children. It also enables staff to plan activities that enhance the early years experiences children receive elsewhere.

The self-evaluation process is effective as the manager is able to clearly highlight areas they need to work on and areas they feel are their key strengths. The recommendation from the previous inspection has been fully addressed, as drinks are now freely accessible and children benefit from greater access to an appropriate range of activities and resources that promote equality of opportunity. The provision is responsive to its users, as they regularly use the responses from questionnaires to mould their provision and the care they provide. Staff have regular opportunities to attend training sessions to keep their knowledge and skills updated and have established effective partnerships with outside agencies and the local authority, this enables them to ensure children's welfare and learning is promoted successfully.

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

Children benefit from a stimulating learning environment with displays of children's creative work, photos of children participating in activities and the activity plans devised by children and staff. Staff support children's learning well, as they engage children in a broad range of activities, that promote all areas of learning. Children are well prepared with skills for the future, as they engage in sand play, craft, construction, role play activities, share their news, enjoy reading, cooking activities, number games, puzzles and information technology. However, opportunities to play outdoors on a continuous basis every day have yet to be developed. Children show good relationships with each other, they play cooperatively creating a relaxed atmosphere. They show good communication skills, as they use language to negotiate the rules of their game.

Observations, discussion with the manager and staff and examination of documentation and photographs of the children at play demonstrate good quality provision, in meeting children's individual needs and promotion of children's learning and development. Planning to promote children's enjoyment and development across the six areas of learning of the Early Years Foundation Stage provides a good mix of adult-led and child-led activities. This ensures the children have a variety of activities to choose from, that they find interesting and are keen to participate in. Staff carry out regular observations of the children and assess their progress towards the early learning goals. These observations are recorded in detail and are used to identify gaps in children's learning across the six areas. However, the next steps for children's individual learning are not always noted or used to inform short term planning. As a result, some children's individual learning needs are not always planned for.

Staff through example and routines ensure children learn about good hygiene routines by washing their hands before any snack and after play. Children have access to a variety of snacks to ensure they are healthy and nutritious for them. Children can access drinks at any time during their sessions to keep them hydrated. The staff take into account the children's special dietary requirements when supplying and serving snacks. This ensures their needs are fully taken into account. Children demonstrate an understanding of how to keep themselves and others safe, particularly during fire drills, on outings and during their play. Children show a positive contribution to their learning environment as they take care of the environment and resources. They behave in ways that promote their safety and show consideration for others. Well established systems are in place to help children learn about expectations of their behaviour.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	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