

Happy Faces @ Pelham

Inspection report for early years provision

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Inspector

Linda du Preez

Setting address

Pelham Primary School, Southey Road, London, SW19 1NU

Telephone number

020 8286 1519

Email

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 Faces @ Pelham opened in 2006. It is a privately owned out of school club which operates from Pelham Primary School in Wimbledon in the London Borough of Merton. The club is located in a single storey portacabin in the school grounds with storage, kitchen and toilet facilities, plus use of a homework/computer room and an enclosed outdoor play space. Children attend from Pelham Primary School, however, the holiday care is open to all. It is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a total of 24 children under eight years; of these, not more than 24 may be in the early years age group, and of these, none may be under four years. There are currently 40 children on roll aged from four to under eight years. The club supports children with special education needs and/or disabilities and children who are learning English as an additional language. The after school club is open from 3.15pm to 6pm during term time and holiday care runs from 8am to 6pm during school holidays. The club employs three members of staff, all of whom hold relevant qualifications. Additional staff are employed during school holidays. The club receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have their individual needs met very well by a committed staff team. Overall, staff support children's consistent progress in their learning and development. Staff have established good working relationships with parents who are kept well informed of their child's daily routines and activities. Staff liaise very well with the primary school to enhance continuity in care and learning. Management effectively evaluate the group to identify most key areas of weakness to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- review the content of the behaviour management policy so it is clear to parents and staff what behaviour management strategies are used
- consider how to provide more opportunities for children to learn about healthy practices with particular regard to hand washing

The effectiveness of leadership and management of the early years provision

Management implement robust recruitment procedures and staff have appropriate background checks. Staff have good knowledge of the safeguarding procedure and they attend regular training. Children are cared for in a well-maintained environment as staff complete detailed, regular risk assessments inside and outside. Most policies and procedures are robust. However, the behaviour management policy does not reflect the positive strategies implemented. This has no impact on children's safety as children are well behaved and staff are good role models.

The provider and staff team are motivated and keen to further improve the group and consult with children about what they would like to experience at the club. Their reflective and enthusiastic approach has enabled them to consider ways in which to provide fun activities for children to learn through play. Consequently, they have created opportunities for children to build dens in the outdoor area and have purchased new exciting resources to enhance learning and development. Children enjoy the new games and have a positive approach to sharing and interacting. The club receives support from advisors from the local authority and they seek opportunities for training. This supports the continuous development of the club to a good standard.

All toys and resources are in good condition and engaging for the children present. The manager ensures that staff are well deployed meaning that children are well supervised and staff are able to offer a good balance of adult-led and child-initiated play. Children are able to access plenty of resources, which enable them to have fun and complement what they are learning at school. For example, they practise their writing skills, whilst creating cards and letters.

Staff have a good knowledge of children's background information to enable them to meet their individual needs consistently well. Positive images and resources around the club help develop children's awareness of various cultures. The provider and her team are committed to supporting all children and have participated in local initiatives to promote inclusive practice. Consequently all children feel valued as individuals and families are very well supported. Staff respond positively to the feedback given by parents and welcome their ideas. For example, they changed the club's menu to incorporate parents' and children's suggestions for alternative food. Relationships between staff and parents are relaxed and staff take time to chat about children's individual experiences and needs. The staff team are committed to working in partnership with school teachers and attend regular meetings to promote positive communication. This promotes continuity in children's learning and development and has a positive impact on children's sense of security.

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

Children arrive enthusiastic to participate in the activities, they settle down to play immediately chatting and laughing together. The key person system ensures that children form attachments to staff. Furthermore, key persons link up with teachers to exchange information, so children's development is consistently supported. Children have a positive attitude towards learning, join in games and make friends across all age groups.

All children are busy and involved in their own choice of activities. The learning environment helps children to progress in the Early Years Foundation Stage as they have many opportunities to explore and learn through play. Children enjoy using their imagination through role play and they develop independence through dressing and undressing in the role play area whilst they pretend to make cups of tea.

Children are able to express themselves creatively as staff ensure that good quality resources are available to them. For example, they create patterns whilst splatter painting and experiment with colour mixing. Staff place a great deal of value on what children have to say and demonstrate this by adapting planning to focus on children's interests. For example, a child decides he would like to create some pricing labels, so staff provide the appropriate materials for him. As a result of their flexible approach he develops valuable skills, such as, measuring lengths of string, cutting and sticking pieces together and solving problems. Children are able to use toys and equipment that enable them to develop valuable skills for the future. For example, they have supervised access to computers. They are able to participate in games to foster their numeracy and literacy skills. Children are developing an understanding of healthy lifestyles. They have the opportunity to take part in outside play and physical activities. Most children are familiar with suitable hygiene routines. They are reminded to wash their hands after toileting and prior to eating. However, staff do not implement this consistently, which increases the risk of cross infection.

Children are familiar with the routine of the club and feel safe. Staff use two way radios to communicate between the indoor and outdoor area and children know that they must be accompanied when playing outside. Furthermore, staff encourage children to think about risks and discuss safety issues with them. Children behave well; they are polite towards each other and staff. Staff encourage children through praise and recognition of their efforts and children respond with enthusiasm. As a result, children develop self-confidence and feel valued.

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	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

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	3
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