

Happy Hols Ltd

Inspection report for early years provision

Unique reference number EY442809
Inspection date 17/07/2012
Inspector Maggie Hunt

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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 Hols Ltd was registered in February 2012 on the premises of Hartwell Primary School. The club is one of two settings owned by the company. It uses a classroom which has direct access to the school hall and outdoor areas.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 26 children under eight years at any one time. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is open from 7.45am to 8.45am and from 3.15pm to 6pm during term time only. There are currently 19 children on roll.

The club is managed by the owner, who holds an appropriate playwork qualification. She employs two additional permanent members of staff. 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 well cared for in a safe, warm and welcoming environment where they make good progress in their learning. A well-developed knowledge of each child's needs ensures staff are successful in promoting children's welfare and development and in ensuring that they enjoy the time they spend in the club. The setting is developing good partnerships with parents, and cooperation with the school in which the setting is located has already been successfully established. The setting is committed to continuous improvement and is beginning to develop systems for monitoring quality and for self-evaluation.

What steps need to be taken to improve provision further?

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

- further develop systems for monitoring and evaluating the quality of the provision to ensure that they fully support ongoing reflection and the identification of areas for further improvement
- further develop partnerships with parents by ensuring that they are regularly provided with information about the setting and children's learning and development.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are good, and this ensures that they are well protected. Staff understand and recognise signs and symptoms of abuse and have undertaken appropriate training, which is regularly updated. They are familiar

with the procedures to follow to report concerns. A written policy and all relevant guidance documents are in place and displayed in the setting. All permanent staff and those used in emergencies are appropriately vetted. Risks of accidental injury are minimised during the indoor and outdoor activities because staff supervise the children well and carry out regular risk assessments of the provision. The setting is secure and staff monitor the arrival and departure of children, parents and visitors. All staff in the setting have current paediatric first aid certificates. Children are further protected because all required records, policies and procedures are maintained to actively promote their health and well-being.

Staff are kind, committed and very effective role models. They have excellent relationships with children based on mutual respect. Staff are deployed well and the range of resources are of good quality, fit for purpose and support children's learning and development across the wide range of ages that attend the setting. Staff are familiar with the Early Years Foundation Stage and use it well to support children's learning. The environment, both indoors and outside, is well organised to ensure children have fun and are actively supported in their learning and development. The owner is committed to improving the well-being of the children in her care. She conducts appraisals and staff are eager to pursue ongoing professional development. The owner accurately identifies the key strengths of the setting and is developing systems for self-evaluation by encouraging parents and children to comment using questionnaires. Staff also review weekly activities, but these systems are not sufficiently developed to support robust monitoring and evaluation of the quality of the provision or to assist staff in accurately identifying areas for further development.

The setting has good relationships with parents and carers. Parents comment very positively on the care and learning provided and on the skills and commitment of the staff and manager. Staff ensure that parents are fully informed about each child's background and welfare needs, sharing information with them when they collect their children. However, at present, systems for sharing information about the setting and aspects of children's care and learning more formally with parents are not fully developed. The setting has already established very good links with the school in which it is located. Information is regularly shared to ensure continuity of care and learning for each child. As a result, the setting offers sensitive and caring support to children who have special educational needs and/or disabilities. The setting does not currently have children on roll who speak English as an additional language. However, the close attention paid to children's individual needs and the effective partnership working indicates that these children would be well supported.

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

Children are happy and relaxed as they play and engage in the wide range of activities available to them. Their development is supported because staff know them well and are able to meet their individual needs. Children in the early years age range are further supported by their key worker. Staff skilfully adapt activities and vary their interactions and the use of resources to ensure every child can take

part and feels included. Children have opportunities to participate in an appropriate balance of adult-led and child-initiated activities and are developing good skills for the future. Staff build warm and close relationships with children. Interactions are excellent and, as a result, children are confident and sociable. They are extremely positive about the club and are happy to point out what they enjoy.

Children independently access resources and make decisions through negotiation, for example, taking a vote on what DVD to watch or deciding what they would like for breakfast the following day. They concentrate well, for example, focusing on detail as they make clay models or when completing a construction kit. They are proud of their achievements and eager to share them with visitors. Children listen and communicate effectively as they undertake activities and learn new words and concepts. Staff are actively involved with children at all times and ask questions and engage in discussion to encourage them to think for themselves and to extend their learning. Children regularly engage in problem solving and calculating as they model, make dens outside or develop a high jump activity using garden canes. They have regular opportunities to use their imagination through art, design and role play; for example, they design wallpaper for houses they have created from boxes. Children's knowledge and understanding of cultural diversity is supported through the resources and activities made available to them. They use equipment, such as sewing machines and cameras, confidently and independently to support their learning.

Children have a good understanding of how to stay safe and are aware of safety procedures, such as fire drills. Staff know each child very well and they are highly valued and respected as individuals. This increases their sense of well-being and promotes emotional development. Staff regularly praise and acknowledge children's achievements and support their efforts. They show an enthusiastic and genuine interest in what children are doing or have done in school during the day. They model appropriate and respectful behaviour and, as a result, children behave and cooperate extremely well. Children are developing a good awareness of what constitutes healthy lifestyles. They adopt good hygiene routines and are learning about healthy eating because they are offered nutritious meals, such as ham, pasta and cheese, followed by a variety of fruit. Children are able to access the outside for games and activities and can also use the school hall for more rigorous activity.

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	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