

Happy Club Limited

Holden Clough Primary School, St. Albans Avenue, Ashton-under-Lyne, Lancashire, OL6 8XN

Inspection date

09/11/2012

Previous inspection date

04/05/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children develop their independence skills as they make their own choices from the activities available. There is an appropriate balance of child-initiated and adult-led activities.
- Practitioners create a nurturing environment where children settle, enjoy themselves and become increasingly confident.
- Children are skilled and confident communicators. They express their feelings effectively and initiate conversations with adults as well as their peers.

It is not yet good because

- Systems for staff supervision and appraisals are not sufficiently robust to identify training needs to support professional development and continuous improvement. Systems for monitoring the provision are still in their early stages.
- The safeguarding policy and procedures do not cover the use of mobile phones and cameras.
- Children are not always provided with sufficient time and space to become engrossed in activities and rest areas are not organised so children can read, play quietly or relax undisturbed.
- Information sharing between the club, school and parents does not always include information about children's health to promote consistency in care.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and spoke to children and practitioners.
- The inspector held meetings with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners.

Inspector

Teresa Clark

Full Report

Information about the setting

Happy Club Limited is privately owned and has been registered since 1991. The club operates from within Holden Clough Primary School, which is situated in the Ashton-under-Lyne area of Tameside. The club occupies two rooms within a designated pre-fabricated building. Children have access to a secure outdoor play area. The club serves children who attend the host school.

The club operates before and after school from 8am to 9am and from 3.10pm to 5.30pm

Monday to Friday, during term time only. There are currently 36 children on roll. Of these, five are in the early years age range. The club is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are four members of staff including the manager who work directly with the children. Of these, two hold qualifications at level 3 and one holds a qualification at level 2. The club gains support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- introduce appropriate arrangements for the supervision of staff to identify any training needs to secure opportunities for continued professional development
- review the safeguarding policy and procedures to include the use of mobile phones and cameras in the club.

To further improve the quality of the early years provision the provider should:

- take steps to implement a rigorous self-evaluation process that involves parents and children, and includes a focussed improvement plan to bring about changes that benefit children's care and learning
- help children as needed to do what they are trying to do, without taking over or over directing and ensure children have time and freedom to become deeply involved in activities. Also provide a quiet area where children can rest, relax or read books undisturbed
- improve the partnerships with parents and the school so that information about children, in this instance with regard to any health or medical conditions, is shared effectively in order for children to receive the support they need.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The club provides a friendly environment where children are well settled and happy. Practitioners have a developing understanding of the learning and development requirements. They provide suitable activities to complement the experiences children have in school, including a balance of adult-led and child-initiated activities. Children spend much of their time freely choosing what they would like to do and show appropriate

levels of enjoyment. The environment is organised to accommodate various play activities. However, there is limited space for children to relax and read quietly as they are disturbed by more noisy and boisterous activities.

Children enjoy mixing with children of different ages which helps support their social skills. Practitioners are generally well deployed to support children in their choice of activity. For example, a child is supported by her key person who uses open ended questions and encourages problem solving to challenge her learning. As a result, the child spends a lengthy time engrossed in making models and patterns. However, during adult-led activities, such as baking, practitioners are less confident in supporting children's learning. Practitioners take too much control and over direct the activity. Consequently, children do not become involved and are soon distracted.

Children are confident and at ease with unfamiliar adults as they chat with the inspector during their play. For example, one child proudly showed off her model of a castle and another talked about the cars he had lined up in the 'supermarket car park'. Children develop their problem solving skills as they play number games and complete puzzles. Children express their creativity, using a range of media, tools and techniques to design and make bookmarks and glove puppets. Practitioners make regular observations of what children do, like and enjoy and, therefore, plan activities to meet their interests and individual needs. Boys play is promoted well through popular activities, such as den building, and small world play with soldiers and super heroes. Overall, the educational programme is appropriate for the needs of the children who attend.

The contribution of the early years provision to the well-being of children

The effective key person system ensures practitioners get to know the children well. Consequently, children are confident individuals who show they feel secure in the club. The club gathers detailed information about children's individual needs from parents and the school that children attend. However, systems for sharing information between all parties, in relation to children's health or medical conditions, are not fully robust or embedded. As a result some information is not fully shared to support all those involved with the child in having a consistent approach to meeting children's needs. They form good relationships with each other and play cooperatively together, especially organising their own role play in the den area. Children show a strong sense of fun, giggling and chatting contentedly to each other as they make up games. Children learn about diversity through a satisfactory range of books, resources and planned activities.

Children show a good awareness of the rules and boundaries as they wash their hands before eating, and help tidy away their cups and plates. Practitioners use appropriate methods to manage children's behaviour, for example, gently reminding them not to run indoors. Children eat healthy and nutritional snacks. All children's dietary needs are respected and catered for. Staff discuss healthy eating with the children so they learn about the benefits of a balanced diet. Children bring their bottles of water from school and cups are provided for drinks. They play outdoors when the playground is available. This provides fresh air and opportunities to burn off some energy.

The premises used for the club are self-contained, safe and of a good standard. There are some examples of children's art and craft displayed on the walls which makes them feel valued. The interesting range of resources meets the needs of children and accommodates their interests and abilities. Daily safety checks are carried out before children arrive. Routine activities, such as practising fire drills, help children learn important messages about how to stay safe. They also understand that they must not go near the oven when it is switched on. Parents say the practitioners are flexible in helping their children settle into the setting, enabling children to make visits and get to know the staff before they start attending. This helps to ensure they make their transition into the setting confidently.

The effectiveness of the leadership and management of the early years provision

Practitioners have a developing understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Sound recruitment procedures are in place to ensure practitioners are vetted and suitable to work with children. The security of the premises is robust and risk assessments of the environment ensure children can move freely and play safely. Furthermore, visitors to the club are monitored, and required to display their visitor's pass to assure others that they are permitted to be on the premises.

Practitioners have a satisfactory understanding of safeguarding children in relation to child protection issues. They have received up-to-date training on safeguarding and are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. However, the safeguarding policy does not cover the use of mobile phones and cameras in the setting. Whilst this does not impact on children's safety, as staff's knowledge of the safe use of phones and cameras is sound, this is a breach of the safeguarding and welfare requirements and also impacts on the effectiveness of how this information is shared with parents and new staff.

Acceptable steps have been taken to address the recommendations from the last inspection. This shows the management and staff team have the capacity to bring about some improvements to the quality of practice and children's welfare. However, systems for self-evaluation are not sufficiently robust to identify areas for improvement and do not take into account the views of parents and children. Staff appraisals are not fully embedded, to identify practitioners training needs. As a result, there are no clear improvement plans or programmes for professional development to ensure practitioners are improving their practice.

Overall, there are positive relationships with parents and the club. Satisfactory arrangements are in place for sharing information about children to ensure their safety and well-being. Parents spoken to on the day of inspection state that they are happy with the care their children receive. They are aware of what children are doing at the club through discussions with the practitioners when they collect children and the work that children bring home. They state that they are happy with the care the club provides and value its flexibility.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	312337
Local authority	Tameside
Inspection number	886729
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	30
Name of provider	Happy Club Limited
Date of previous inspection	04/05/2010
Telephone number	0161 330 5248

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

