

# Happy Days @ Millfields

Millfields Primary School, Willington Avenue, Eastham, WIRRAL, Merseyside, CH62 9EB

## Inspection date

Previous inspection date

29/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- The pleasantly organised environment and welcoming staff means children feel very secure and enjoy play activities that fully support children's individual learning and development.
- Parents are engaged well and the effective bonds children have created with staff ensures that their unique needs are known and attentive care is provided.
- Staff communicate very well with school staff and use the information effectively to plan activities that complement and support the children's learning.
- Children are protected effectively through the safe management of the premises and well-embedded safety procedures.

### It is not yet outstanding because

- Some opportunities for children to explore the similarities and differences between the lifestyles and customs of their own families and communities of other people, have been overlooked.
- Children's access to paints and other media are sometimes limited to the planned adult-led activities.

## 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 in the main playroom and the outside learning environment.
- The inspector spoke with the owner/manager at appropriate times throughout the visit. He also talked with the other staff member and some of the children present.
- Prior to visiting, the inspector viewed the providers' self-evaluation form. During the inspection, the inspector viewed children's assessment and planning records, regulatory documentation regarding staff suitability, children's details, a sample of policies, risk assessments and safety procedures.

## Inspector

Frank Kelly

## Full Report

### Information about the setting

Happy Days @ Millfields out of school club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from designated areas within Eastham Children's Centre and the adjoining Millfields Church of England Primary School in Eastham, Wirral. It is one of two out of school clubs owned and managed by an individual provider. The out of school club serves the local

area. It is accessible to all children and there is an enclosed area available for outdoor play.

The setting employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and the other a qualification at level 2. The setting opens Monday to Friday during term times only. Sessions are from 7.45am to 9am and 3.15pm to 5.45pm. Children attend for a variety of sessions. There are currently 27 children attending, of these six are within the early years age group.

The setting receives support from the early years team and is undertaking a quality assurance award.

### **What the setting needs to do to improve further**

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

- extend the opportunities for children to use media and materials by increasing the availability of the range of resources, so they can independently use and explore them; include opportunities for children to be able to paint freely, mix colours, join things together and combine materials
- refine the opportunities for children to develop their understanding of the world by: extending the range of resources, such as cooking utensils from around the world in the role play equipment; exploring similarities and differences when celebrating a range of practices and special events and increasing the images and opportunities to explore disability and lifestyles.

### **Inspection judgements**

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

Staff demonstrate a secure understanding of how children learn and make connections through their play. The club operates from different rooms and parts of a connected building, which means that on some occasions accessibility to favourite toys or equipment may not be possible. However, the careful engagement of parents and the children themselves to complete their 'all about me forms'; provides the staff with an informed knowledge of individual abilities and preferences. Staff ensure through their good knowledge of the individual children's interests that those favourite resources are always accessible. Children enter the play areas eagerly. They are quickly engaged in purposeful and prolonged self-chosen play after their busy day in school.

There is a suitable range of resources and equipment to ensure that children are provided with activities and play opportunities that support their learning and development well. Greater depth and additional interest is created through well-planned activities that help children explore new skills and techniques. For example, they create 'ice hands' for the Halloween party by filling rubber gloves with water and placing them in the freezer. This type of planning also includes many different planned activities, which provide children with good opportunities to make and create things, such as cards for Christmas. There is a wide range of pens and other mark-making materials available to encourage early writing and children's expressive arts and drawings. When making cards, the children are free to follow their own choices of what materials to use and how they decorate their cards. However, this adult-led approach means that there is on occasions, no other arts or craft materials for the children to independently explore and use. For example, materials to make models with or access to paints and paper at the easel. This limits children's independent opportunities to explore their own ideas; assemble and join materials or experiment, such as mixing paints.

Staff undertake regular observations of the children to support their assessment of their changing skills and interests. They engage parents with daily discussions, providing them with an insight to children's achievements. For example, their mastering of a two-wheeled scooter while playing outdoors. A very useful communication book has been introduced, which is shared between staff, parents and the children's teachers in the school. Staff use information from this to introduce activities that complement and enhance the learning planned in school. For example, introducing and encouraging mathematical concepts, such as counting and sorting activities, as the children play.

During their time in the club, children develop their friendships and self-help skills as they sit in groups at the table or help to tidy away. They play well together, sharing the super hero figures, dolls and craft materials. A keen interest in technology is demonstrated and children enjoy using the equipment, such as the touch screen tablet. They play with enthusiasm and demonstrate a confident familiarity of how it is operated. Staff support children's language for communication as they instigate discussions about their favourite figures. Children describe the features of their favourites, describing the cape and the colours. Books, stories and songs are all included as part of the club's daily routines.

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

The small numbers of children attending and the staff's warm welcome means that they receive lots of adult attention. This attention actively promotes the development of strong bonds that have been formed between the children and staff caring for them. A genuine interest in the children's school day and forthcoming events is enthusiastically discussed. This promotes children's self-esteem and they delight in the excited responses to their news, about their part in the forthcoming nativity play.

The detailed information sought from parents before children start means that the staff are familiar with and sensitive in supporting their immediate and long-term care needs. The premises are well presented and comfortable. Children express their preferences, such as going out to play, with confidence. Staff support the children well to learn about

and adopt safe practices. For example, when using the scooters, they are encouraged to travel in the same direction along the pathways around in the garden.

Regular opportunities to be physically active outdoors are complemented by sessions linked to the 'Jump Start' programme, which is also being operated within the school. Children's independence and self-help skills are fostered as staff encourage them to put their own coats on and follow appropriate hygiene routines. Staff communicate how they have been working with the children to encourage them to try new or less familiar foods, such as melon and blueberries. They talk with the children about the importance of their breakfast to give them energy and the ability to think and concentrate. Plans for children to grow their own produce have been put into place; and they have, with the consent of the school, also harvested and eaten the carrots from the school vegetable plot. Good policies and procedures to promote the children's continued good health are in place and staff apply them consistently.

Children enjoy trips into the local community, such as the library and they enjoy each other's company. They talk with the staff about children not present or those that have gone home early. Children behave well and demonstrate a growing maturity as they are well supported by staff to take turns fairly. For example, the timer on the tablet computer signals when it is the next child's turn. Staff plan a range of activities to extend the children's understanding of their wider world and other cultures and customs. For example, they offer the children foods from Indian cuisine and make 'Diva' lamps with clay and nightlights for the Hindu festival of Diwali. However, they do not yet fully use such activities to help children see the ways in which their own cultures and beliefs and those of other people are similar. In addition, resources in the role play equipment do not fully reflect the diversity of today's society and those that reflect disability are not always readily accessible or visible. This lessens the ways staff can support the children to strengthen positive impressions of their own and other peoples cultures, beliefs and lifestyles.

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

The setting has good policies and procedures that fully reflect the requirements of the Early Years Foundation Stage. The owner/manager has implemented regular supervisions and annual appraisals for the staff. Training opportunities have been identified and made available. This support and development allows staff to extend and improve their skills, which promotes and benefits the care for the children.

A rigorous recruitment and selection procedure is in place and includes reference checks and a full vetting procedure. Records of the steps taken to assess the staff's suitability are retained. They demonstrate how the owner has ensured that adults employed; are of a suitable character and have the skills and qualifications to meet the children's needs and safeguard them. Induction is undertaken with staff and regular meetings and discussions take place. The safeguarding procedures in place, reflect the requirements of the Local Safeguarding Children Board. Copies of the school procedures are also held to maintain a consistency of approach with the shared care and partnership working that takes place on

a daily basis. Staff are familiar with the steps to take should they have concerns about the safety and well-being of a child and what to do should an allegation be made.

On a daily basis, children are kept safe through close supervision by the staff as they are collected and escorted from their class. The equipment is of a good quality and the school ensures that the premises are maintained and all equipment is serviced as required by law. Staff practise the evacuation procedure with the children and they talk to the older children about the importance of conducting themselves sensibly during such events. A formal risk assessment has been conducted and staff complement this by following a daily check list.

Formal self-evaluation is in place with clear aims. The owner has sought the support of the local authority early years team and commenced on a quality improvement programme as part of her ongoing assessment and development of the service. Questionnaires with children and parents have been undertaken. Actions resulting from responses, such as the introduction of the communication booklets demonstrate the owners drive for improvement. The owner meets regularly with the other users of the premises, to seek their views. The setting works effectively with other services and professionals. Systems ensure that parents, external agencies and other providers are well-established and enable support to be secured for the children's individual needs, so that they are not disadvantaged.

### 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

<b>Unique reference number</b>	EY447674
<b>Local authority</b>	Wirral
<b>Inspection number</b>	799357
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Heidi Phillips
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07719940718

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## **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.



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