

Happy Days Holiday and After School Club

Leys Primary School, Ripon Road, Stevenage, Hertfordshire, SG1 4QZ

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| Inspection date | 14/12/2012 |
| Previous inspection date | 05/03/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|-----|
| | Previous inspection: | Met |
| 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 thoughtfully planned playroom and hall create enabling environments for all ages of children to promote independence and to engage children in purposeful play. The children benefit from a good variety of interesting activities.
- A priority is given to supporting children's physical development. Staff are skilful in encouraging children to participate a variety of games, consequently the children have lots of opportunities to develop their physical skills.
- The staff are caring and skilled in meeting the needs of children with special educational needs and those learning English as a second language.
- Children are very well behaved and play together happily. The older children are particularly caring towards the younger children. This creates a warm and friendly atmosphere.

It is not yet outstanding because

- Children are not always given enough opportunities to explore their thinking before they start structured activities, in order to discuss how they will approach the task and the process they may use.

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 play room and the gym.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at planning, evidence of suitability of practitioners working in the setting, policies and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Linda Bird

Full Report

Information about the setting

Happy Days Holiday and After School Club was registered in March 2005. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Leys Primary School in Stevenage, Hertfordshire. A high proportion of the children who attend the club also attend the host school. The club is managed by a committee. The after school club operates from Monday to Friday, term time only. Sessions are from 8am until 8.50am and from 3.15pm until 6pm Children attend for a variety of sessions. The club also provides care during the school holidays and

sessions are from 8.15am until 6pm.

The club employs seven members of child care staff. All of the staff hold appropriate early years qualifications to at least level 2 and one member of staff has qualified teacher status. A maximum of 50 children between three and 11 years may attend the club at any one time, currently there are 26 children attending within the Early Years age group. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve opportunities for children to plan and explore their thinking before they start structured activities.

Inspection judgements

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

Children are motivated and eager to learn, they join in activities with enthusiasm and enjoy their time in the setting. Staff show a good understanding of varied teaching methods that engage children's interest and plan fun activities that encompass the areas of learning. The club makes extremely good provision for physical development. The children clearly benefit from and enjoy the opportunities to play in the spacious grounds or in the hall after school. The staff ensure that children are provided with an interesting range of play opportunities to help them make good progress across all areas of learning and development.

Promoting children's physical development is a strong feature of the setting. The sessions are very inclusive with younger children joining for periods of time and then moving to other activities. A good balance of boys and girls participate in the games. Children thoroughly enjoy a football game kicking and running with a large soft ball in the hall. The adults engage well with the children, making the game fun and encouraging the children to run fast and to participate fully. The children behave extremely well and the older children are caring towards the younger children. The children demonstrate good physical skills in running and controlling the ball.

The children are encouraged to be independent in their learning and they are able to

choose whether they want to play in the hall or remain in the main play room. Children enjoy manipulating the play dough. They concentrate and persevere for an extended period of time flattening the play dough and making impressions of letters and numbers. Children recognise the initial letter of their name and know the sound of the letter. Adults intervene appropriately to offer praise and encouragement, this supports the development of self-confidence and encourages children to persevere when faced with a challenge.

The children are given the opportunity to decorate gingerbread men biscuits. This activity is adult led. Children who join the activity are welcomed and the adult explains how to decorate the biscuit. She shows the children some gingerbread men that have already been completed. The children carefully decorate their biscuits using edible stars, sprinkles and coloured icing. The adult intervenes to offer encouragement and to suggest different ways of decorating the gingerbread man. The children enjoy experimenting with different textures and colours and manipulate the small decorative items to achieve a planned effect. Children are not always given enough opportunities to explore their thinking before they start structured activities, in order to discuss how they will approach the task and the process they may use.

Staff observe the children and make assessments to monitor children's progress and use these assessments to plan suitably challenging activities. Staff continually observe and listen to children, questioning them during activities in order to extend their learning and enhance understanding. The majority of children are making good progress in working towards the early learning goals. Where children's starting points are below those of their peers, assessments show that they are making good progress.

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

Successful implementation of the key person system ensures children feel safe and secure in the club. Children play very well together and it is good to see the older children supporting younger children in their play. Relationships are strong at all levels and children are learning to respect each other's differences. For example, children with special educational needs and/or disabilities and those learning English as a second language are very much included and involved in the activities. Children behave extremely well, they are encouraged to behave in a positive and respectful manner. The club has a warm and friendly atmosphere.

Children are encouraged to learn the importance of basic personal hygiene and ensure their hands are clean before eating and after using the toilet. The children pour their own drinks and can help themselves to fruit throughout the session, this effectively promotes their independence and confidence. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet and to take regular exercise. Staff display notices to help children develop a healthy lifestyle and encourage them to eat a healthy, balanced diet. Overall, the tea time session promotes independence and a healthy lifestyle.

The club provides a stimulating well-resourced environment to support children's all round development and emotional well-being. The children have use of spacious outdoor grounds and a hall, the opportunity to run and play games and enjoy fresh air promotes children's physical development and well-being. The staff know the children very well, consequently the children will approach staff about their needs. This positive adult interaction helps to develop children's confidence and self-esteem. Children are well prepared for the next stage in their learning because adults provide appropriate support to prepare them for their transitions, to other settings or schools.

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

The managers of the after school club and the holiday club work closely together forming an effective team. They are motivated and committed to providing a good quality provision for all children. They have a clear understanding of the learning and development requirements and strive to deliver an enjoyable learning experience for the children. The staff have widened their knowledge and experience by attending training courses. Effective policies and procedures are in place for recruitment, ensuring that suitable staff with appropriate skills and experience are employed. Ongoing monitoring of staff performance is effective to support their work with children.

Effective partnerships with parents make a strong contribution to meeting the needs of children. Parents spoken to at the time of the inspection hold the provision in high regard and stress how much their children enjoy attending the club. The club also enjoys a very good relationship with the host school. Communication between the school and club is well developed and helps to ensure that the children's welfare and learning needs are met. Staff link with the nursery and foundation stage teachers to support children's learning and progress. The strong partnership with the school means that other professionals are involved for vulnerable children and those with special educational needs. This ensures that appropriate interventions are secured and children receive the support they need.

Staff have a good understanding about safeguarding children and understand their role in protecting them, the children are very carefully supervised. The provision has appropriate policies in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have received basic safeguarding training. Detailed risk assessments confirm that the staff carry out regular safety checks of the premises to eliminate hazards. Security of the premises is a high priority and staff create an environment that is safe and welcoming, where children feel secure and happy.

The club evaluates its strengths and weaknesses through a planned self-evaluation process. The setting is ambitious to improve and takes feedback from both parents and children. When areas for improvement are identified an action plan is put into place, which clearly details what needs to be done, by whom, timescales and the date of completion. The club has good capacity for further improvement.

The Childcare Register

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| 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 |
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|-------|-----------|-------------|

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|---------|--------------|--|
| 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

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| Unique reference number | EY306012 |
| Local authority | Hertfordshire |
| Inspection number | 817529 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 3 - 17 |
| Total number of places | 50 |
| Number of children on roll | 83 |
| Name of provider | The Committee of Happy Days Holiday and After School Club |
| Date of previous inspection | 05/03/2009 |
| Telephone number | 07958 021 993 |

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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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