

Marshland Happy Days

Marshland Primary School, Marshland Road, Moorends, DONCASTER, South Yorkshire, DN8 4SB

Inspection date

Previous inspection date

31/01/2013

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

- Children are independent and are able to make free choices enabling them to follow their own interests.
- Children receive a warm welcome and enjoy friendly and supportive relationships with staff.
- Partnerships with parents and schools where children attend are well established. Consequently, contributing to meeting children's needs.
- Activities provided offer a good balance of adult-led and child-initiated play to help children make good progress in their learning and development.

It is not yet outstanding because

- The organisation of snack times does not allow children time to continue or complete the activity they are engaged in as they have to tidy away what they are playing with.
- The organisation of the space in the office/storeroom does not allow children to easily access further resources to support their play.

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 looked at children's files, planning and documentation including a selection of policies.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector spoke to a parent and took account of their view during the inspection.

Inspector

Karen Byfleet

Full Report

Information about the setting

Marshland Happy Days is a non-profitable company and was registered in 2012 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 46 children on roll and of these, 12 are in the early years age group. It operates from the dining hall of Marshland Primary School, Moorends, Doncaster. Children from six schools within the local area attend the club and it is accessible to all children. There is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times offering a breakfast club from

7am to 9am and an after school club from 3pm to 6pm. The club also opens during school holidays from 8am to 6pm. The club closes for a week at Christmas and for one week during the school summer holidays.

The club employs four qualified members of staff that work directly with the children. There is also a pool of qualified volunteers that help out when the need arises. The club receives support from the local authority.

What the setting needs to do to improve further

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

- review the organisation of snack times to enable children to continue with their chosen activity
- review the organisation of space with specific regard to the office/storeroom to ensure this area is free of clutter and that resources are more safely accessible for the children to play with.

Inspection judgements

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

A warm and welcoming environment is presented to children and their parents. Children have positive relationships with each other and their social circles are widened as they mix with children that attend different schools to them. A varied selection of suitable toys and resources are available for children to freely access and they confidently make their own choices for what they do. Regular rotation of resources maintains children's interests and they routinely enjoy creative and imaginative play. For example, they enjoy making dens and using various tools and materials to write, draw, paint and make models. Staff observe children in their play and take note of their interests enabling them to plan a varied range of activities they know the children enjoy. Children's personal, social and emotional development is fostered well as they are very good at sharing and taking turns. For example, when they are playing computer games they appreciate having to wait their turn and support each other by cheering the winners.

Children are able to move freely around the setting and this includes access to an enclosed outdoor play area where they participate in various games, such as football as well as their own individual play. Children confidently talk about their club and what they enjoy. They particularly like being able to freely choose what they do and they say the

thing they like most is having fun with their friends.

Children's artwork is displayed where they are able to show it off to their parents, providing a sense of belonging and achievement. Children and staff have formed very good relationships and children's use of language is good. They confidently talk to staff and use descriptive language through the various games they play. For example, as they play a guessing game they ask questions to describe each other's pictures. Such activities enable staff and children to play together. Older children are good role models for the younger children as they help the younger ones to describe the pictures in their game.

Good partnership with parents is effective in enabling parents and staff to share information about children's welfare, learning and development. Staff are proactive in observing and assessing children's achievements. They complete a learning journey for each child in the early years age group. These are used by staff to help with the planning of further activities to effectively challenge and move children's learning on to the next stage. Relevant information is shared with schools in order to further support children's learning and development.

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

Children are happy and settled in the club. They are polite and clearly enjoy the company of their peers. They have strong bonds with the staff that care for them and are confident to approach all staff to ask for what they want. Staff engage well with the children, joining in with their play, where children want it, offering lots of praise and encouragement, which helps to further promote their very good behaviour. Children know the routines of the provision very well. On arrival, they hang up their coats and bags and follow the established routines, such as hand washing before sitting down to eat their tea.

The club has use of the school dining hall along with an enclosed outdoor play area. The premises are fully secure and staff remind children about safety rules. Generally space is well organised. However, children access a smaller room off the dining hall which is not as well organised. This room is not presented to children well as it is cluttered with resources and has little space for children to use it effectively as a play area. Children can help themselves to fruit and drinking water. At tea time they all sit down together to have suitable options, such as beans on toast or sandwiches. As a result, they gain an understanding of a healthy diet. However, they are all required to clear away activities to make space for them to sit down to eat. This disturbs the flow of their play as they are not able to become fully engaged for an uninterrupted period.

Children are encouraged to be physically active and enjoy the outside play area. To compensate for adverse weather staff provide physical games that the children can play indoors, such as throwing and catching bean bags, or an electronic dance game. Therefore, supporting children's understanding of how being active contributes to a healthy lifestyle. Staff meet daily with the teachers of the schools where children attend and exchange information with regard to children's welfare. This enables the children to

make smooth transitions between school and after school care.

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

Staff have a good understanding of their responsibilities in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage as an out of school provision. They have implemented systems of observation, assessment and planning for children in the early years age group. Overall, the processes for supporting children's safeguarding and welfare is good. The manager and staff are all clear about their roles and responsibilities for safeguarding and the written policy which is in place is shared with all parents. Staff are very clear on the procedures to be followed in the event of any concerns regarding child protection.

Evaluation of the setting is ongoing. It clearly reflects on the practice observed and identifies areas for further development. For example, management are looking into securing funding in order to possibly purchase a mini bus to be used for the collection of children from school, instead of staff using their own vehicles. Staff reflect on what activities they have planned and provided for the children and they attend training through the local authority to ensure their skills and knowledge are kept updated.

Staff are deployed well and staff-to-child ratios are maintained at all times. The premises are safe and secure and there are very effective systems in place for monitoring visitors and for handing over children to their parents or carers at collection times. The staff speak with parents on a daily basis when they collect their children. The parents speak very highly of the club and say how much their children enjoy coming. Confidentiality is well maintained with documentation stored appropriately. A separate area for holding private discussions with parents is available if required.

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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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	EY448256
Local authority	Doncaster
Inspection number	809021
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	46

Name of provider	Marshland Happy Days
Date of previous inspection	Not applicable
Telephone number	01405815592

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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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