

# Happy Hippos After School Club & Hungry Hippos Breakfast Club

Richard Whittington Primary School, Thornbera Gardens, BISHOP'S STORTFORD, Hertfordshire, CM23 3NP

<b>Inspection date</b>	29/04/2013
Previous inspection date	19/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Parents are kept very well informed about their child's progress, which helps them to support learning at home.
- Staff are well informed about children's stages of development. This helps them to plan activities which effectively support children to make good progress and develop skills for future learning.
- Staff demonstrate a good knowledge and understanding of safeguarding policies and procedures. This ensures that children's welfare is effectively protected.
- All children show a strong sense of belonging in the environment which is warm and supportive. This promotes positive relationships with both staff and other children attending.

### It is not yet outstanding because

- There is scope to further develop strategies for partnership working with one of the feeder schools. Therefore, continuity of care and learning is not promoted consistently for all children.
- Staff do not always help children to fully develop their independence. For example, they do not encourage them to serve their own food at tea time, or put on their own aprons for craft 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's activities both indoors and in the outdoor learning environment, held discussions with members of staff and interacted with children attending.
- The inspector held a wide range of discussions with the provider and manager.
- The inspector looked at children's assessment and planning records, evidence of the suitability of practitioners working with children and a wide range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Ann Cozzi

## Full Report

### Information about the setting

Happy Hippos After School Club & Hungry Hippos Breakfast Club was registered in 2007. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated in a school premises in the Bishop Stortford area of Hertfordshire. The club serves the local and wider area and is accessible to all children. It operates from Richard Whittington Primary School and there is a fully enclosed area available for outdoor play.

The club employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one at level 5. The manager holds Early Years Professional Status.

The club opens Monday to Friday term time only. Sessions are from 8am until 9am, and then from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently four children attending who are in the early years age group. The club supports a small 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:

- provide further opportunities for children to develop their independence, for example by serving themselves at tea time and putting on their own aprons
  
- develop further strategies for partnership working with the feeder school to fully promote continuity of care and learning for all children.

### Inspection judgements

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

Staff demonstrate a very good understanding of how to promote young children's development through play and exploration. They employ effective teaching techniques, which support children to make good progress in learning. Observations and assessments are undertaken on all children and reflected well in planning. In addition, activities incorporate children's individual interests, effectively promoting their participation. Consequently, children build firm foundations, developing skills for future learning. Parents are successfully informed about their child's achievements through good information sharing. This helps them to support their learning at home.

Children are happy and confident as they eagerly move around the setting, making independent choices about what activities they would like to take part in. They move in a variety of ways, showing good control and coordination. For example, they balance and manoeuvre scooters around the outdoor play area and handle small items of equipment while on a bug hunt. Staff provide good opportunities for children to develop and extend their language skills. For example, they consistently engage them in conversation and show interest in what they have to say. Children respond well to this support, excitedly explaining that they have found an ant in a flower pot. Staff recognise opportunities for children to develop literacy skills using a painted letter snake in the outdoor play area. Their encouragement sparks the interest and engagement of children, who successfully identify a wide range of letters and sounds. Supporting social skills, children are encouraged to take turns and work alongside their peers. During craft activities they are encouraged to develop mathematical skills such as, adding numbers together and creating patterns. For example, they know that two green and two blue apple prints makes four. Children have fun exploring media such as paint, experimenting with colour and describing the patterns they have created. Children's confidence and self-esteem are fostered well by staff through their use of consistent praise and encouragement, which children relish.

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

Staff demonstrate a good understanding of the importance of implementing measures which minimise risks to children and they are effective in ensuring the environment is safe and secure. Children's successful transitions are well supported by staff, for example personal information is gained from parents prior to children's start dates. In addition each child is provided with support through the club's successful buddy system, which helps children to feel secure and settle quickly. All children show a strong sense of belonging in the environment, which is warm and supportive. This promotes positive relationships with both staff and other children attending. Staff organise the environment to promote children's independent play and learning. This enables them to move around the setting freely choosing from a good range of interesting toys and resources although, at times children are not fully encouraged to develop their independence. For example, children are not provided with the opportunity to serve their own food at tea time or put on their own aprons in preparation for craft activities.

Staff involve children in formulating the clubs rules, which helps them to feel a sense of ownership and responsibility. In addition, staff act as good role models, consistently implementing age-appropriate guidance. This helps children to learn about what is acceptable behaviour. As a result, children behave well showing care and concern for others and take turns during activities. This shows their good understanding about respecting and tolerating each other's differences. Clear explanations are provided to children with regard to why safety guidance is in place. They are also encouraged to understand about risk through their use of resources, for example using outdoor play equipment. Children regularly take part in evacuation drills, which helps develop their understanding of how to respond in the event of an emergency.

Children are supported to develop a good understanding about the importance of a

healthy lifestyle. They have fun taking part in vigorous play opportunities in the fresh air each day. The balanced range of tasty food provided at tea time helps children learn about how to maintain a healthy lifestyle. Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after creative play and prior to eating food.

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

All staff have completed relevant safeguarding training and the manager has undertaken appropriate designated person training. As a result, staff demonstrate a good knowledge and understanding of safeguarding policies and procedures. For example, they understand the importance of responding to concerns in a timely and appropriate way. There is a named person in place for behaviour management. This ensures that a good range of strategies are implemented consistently by a staff team who are fully supported. Staff support a multi-agency approach to supporting children and their families when needed. For example, they implement advice provided by other professionals, which fosters continuity and aids children's progression.

The procedures used for recruitment, induction and ongoing appraisal are extremely robust. This ensures that the professional development of staff is very well supported. Training opportunities are chosen based on changes in legislation, the needs of children and interests of staff. This results in a long-standing staff team who are highly motivated to effectively meet the needs of children in their care.

All staff have undertaken paediatric first aid. This ensures that there is always someone on hand qualified to provide emergency care and treatment. In addition food is safely prepared because all staff have undertaken appropriate food hygiene training. The strong emphasis on partnerships with parents and carers ensures that they are very well informed and this is supported by open channels of communication. Parents feel that 'staff are wonderful, absolutely fabulous'. They are kept very well informed about their child's progress through verbal and written feedback. Parents also report that their children 'love coming' and want to 'spend more time here'. While partnership working with the host school is strong, links with the other feeder school are not yet fully embedded. This does not fully promote care and learning for all children with regard to continuity of information sharing.

Thorough ongoing self-evaluation effectively identifies strengths and areas for improvement. It is extremely well informed because it takes account of the views of children, staff, parents and other professionals. There have been a number of improvements since the last inspection. For example, there are greater opportunities for children's development across all areas of learning. In addition other planned improvements have been concerted and effective. As a result, the club achieved the 'Hertfordshire Quality Standard Award' in 2012. This demonstrates the management and staff's consistent commitment to drive improvements.

### **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 action. 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>	EY359096
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	878415
<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>	60
<b>Name of provider</b>	Sabina Khetani
<b>Date of previous inspection</b>	19/11/2008
<b>Telephone number</b>	01279 321658

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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, which are usually the childminder's 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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