

Happy Hideout

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Happy Hideout first registered in 2010 and was re-registered in 2011 within the same company. It is one of three out of school clubs run by the same provider. It is located in the Rushcliffe district of Nottinghamshire. It operates from the single storey, purpose-built premises of Tollerton Pre-school, immediately adjacent to Tollerton Primary School. Children use the open plan play area, with access to adjacent cloakroom facilities. The setting serves the local area and is developing links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting operates from 7.30am to 8.45am and from 3.30pm to 6pm, during school term times. Children are able to attend for a variety of sessions. A maximum of 25 children aged from three years, may attend the setting at any one time, all of whom may be on the Early Years Register. There are currently eight children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five to 13 years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have lots of fun and make good progress in their learning and development. They enjoy a stimulating and varied range of play and learning experiences. Staff know the children very well and are observant of their individual needs and interests. Consequently, children feel happy and settled within this well-organised and inclusive environment. Self-review systems are generally effective and most of the required records contain detailed information to support children's safe and individualised care. Partnerships with parents are meaningful and informative and staff are developing useful links with other carers and settings that children attend.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the opportunities for partnership working where children receive care and education in more than one setting

- update the record of risk assessment to include any assessments of risks for outings.

The effectiveness of leadership and management of the early years provision

Children are protected from harm and neglect because staff are vigilant about their safety and supervision. They demonstrate a clear understanding of all safeguarding procedures, enabling a prompt and active response if there are concerns about a child's well-being. They have strong and supportive relationships with each child's parents, enabling them to provide safe and individualised care. Staff conduct thorough safety checks of the premises and maintain clear risk assessment records for most areas, apart from the arrangements for escorting children to and from the neighbouring school. This has minimal impact on children's safety overall, however, because staff take appropriate steps to ensure that children are supervised closely at this time. Children demonstrate good levels of understanding about how to keep themselves safe, listening carefully to adult instructions and following well-established safety rules.

Staff are beginning to use recognised self-evaluation systems to determine current successes and future improvements. They take time to consider the views of the children and their parents to direct the planning of activities and the purchase of resources. As a result, children feel a sense of ownership in this welcoming setting. Staff are committed to providing good quality care, attending regular training events to keep up-to-date with current regulations and guidelines. They build strong and communicative relationships with other childcare professionals to inform and guide their practice. They are beginning to develop opportunities for partnership working, to support children who receive care and education in more than one setting, although, this area of practice is not yet fully established.

Children are valued as individuals and their needs and interests are fully supported by committed and well-trained staff. Children learn to respect other people's feelings, beliefs and customs through sensitive discussion and well-planned activities and projects. As a result, children develop a positive attitude and an active approach towards equality and diversity.

The quality and standards of the early years provision and outcomes for children

Children are confident and enthusiastic learners. They thoroughly enjoy a full range of stimulating learning and development experiences, which are appropriate to their age and stage of development. Staff closely observe each child, offering them a well-balanced programme of activities, which cover all areas of learning and enhance their interests and capabilities. For example, children's reading, writing, speaking and listening is successfully fostered in a variety of interesting ways. Staff provide a weekly children's newspaper which encourages children to read about and become interested in, past and present events and current local

affairs. It also enables them to take part in games and puzzles to extend their problem-solving skills. Staff are enthusiastically engaged in children's conversations, encouraging children to think and work things out for themselves, offering good levels of support when needed. As a result, children are able to express their thoughts and feelings in a supportive environment. They have great fun as they recall how to count in foreign languages, identifying the correct terms for small and large numbers. They talk confidently about school projects, using sophisticated words and terms to describe the culture and traditions of the Egyptians. Younger children enjoy individual attention as they point to and recall the names of their favourite story characters, encouraging their interest in reading for a purpose. Children contribute their ideas for the food they have on the menu and to the types of games, activities and equipment they like to play with. This helps them to take responsibility for many aspects of their self-care and learning. Children express their creativity and imagination in their creative play. They develop high levels of self-esteem, responding with smiles as they receive positive praise for their creations. This gives them confidence to try things for themselves and to develop new skills. Younger children concentrate intently as they draw and cut out paper figures, using tools with good control and coordination. They learn how to design patterns and attachments as they cut out shapes to make different clothes and hairstyles to dress their dollies.

Children play happily in small groups and sometimes prefer to play alone. Older children work together, discussing how to fit the marble-run game together. Younger children competently build with soft construction toys, using 'triangles' 'squares' and 'rectangles' to construct a 'tall' house, developing their use of shape, space and measure. A range of hand-held computer games is available to all children, developing their technology skills.

Children enjoy excellent levels of health and fitness because they eat freshly prepared meals and snacks which are very healthy and nutritious. They understand the benefits of leading a healthy lifestyle, speaking confidently about the types of food that are best to eat. They enjoy regular fresh air and exercise, which encourages active and robust play outdoors. Staff are positive role models, treating children kindly and with respect. Club rules are positive and offer clear guidelines for expected behaviour. As a result, children behave well and learn how to keep themselves safe indoors and outside. They value themselves and others and take pride in the care of the toys and equipment within the setting, helping to tidy things away.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met