

WCPS Happy Hometime Club

Whitehouse Common Junior & Infant School, Cotysmore Road, SUTTON COLDFIELD, West Midlands, B75 6BL

Inspection date

06/06/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Strong management leads a dedicated team of staff who create an outstanding provision for all children. Detailed planning and stimulating activities ensure that children in the Early Years Foundation Stage make excellent progress.
- Children are fully included in making decisions and choices in the club. This ensures they are very settled, confident and develop a strong sense of belonging.
- Practitioners are excellent role models, which encourages children's exemplary behaviour and their careful consideration of the needs of others. This enables children to be confident and to have excellent levels of self-control.
- A wide range of nutritious food and excellent opportunities for outdoor play promote children's understanding of a healthy lifestyle.
- Methods to measure the effectiveness of the club are far reaching, which ensures there is a constant drive for improvements and increased learning opportunities for all children.

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 held a meeting with the manager and talked to staff and children during the inspection.
- The inspector observed activities throughout the club in both the indoor and outdoor spaces.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the club.

Inspector

Susan Rogers

Full Report

Information about the setting

WCPS Happy Hometime Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in two mobile classrooms in the grounds of Whitehouse Common Junior and Infant School in Sutton Coldfield, Birmingham. The club is run by a management committee and serves children who attend the host school. It is accessed by using two steps to reach one of the classrooms and three steps to reach the other classroom. There is an enclosed area available for outdoor play and children also use the school playground and playing field.

The club employs nine members of childcare staff, eight of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time only. Sessions are from 7.45am until 8.45am and from 3.20pm until 6pm. Children attend for a variety of sessions. There are currently 16 children on roll who are within the early years age range.

What the setting needs to do to improve further

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

- consider further developing the enclosed outdoor area so that children are able to explore further and build with large construction equipment.

Inspection judgements

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

The exceptionally skilled staff team provide outstanding care and learning opportunities for all children. As a result, they make the best possible progress and gain a wide range of skills to exceptionally support and complement their learning in school. They ensure the needs of all the children who attend are thoroughly met through carefully considered planning. This results in children enjoying a range of exciting and stimulating activities that encourage their full involvement and satisfy their need to explore. The full support offered by staff starts as soon as children are collected from school. Continuity of care and learning is ensured as staff talk to teachers when they collect children. Network meetings with teaching staff enable fuller discussions of practice, which provide opportunities for staff to share ideas about children's activities in school. Staff chat to children as they walk on their way to the club and meet up with the older children. This opportunity is used skilfully by staff to find out which activities children have enjoyed in school.

Children then meet with each other and enjoy eating tea together. Staff are particularly

welcoming to all children, greeting them warmly and asking them about their day at school. As a result, children feel valued as they tell each other about their news. Children are fully included in planning activities as staff ask them what they would like to do and tell them what is available. Children are respectful of one another and listen with interest to what others have to say. This encourages their communication skills as younger children listen to older children and extend their vocabulary. Children's social skills are fully extended as they learn how to take turns and listen to what other children have to say.

The outdoor areas are used fully for children to explore new experiences. They readily include their friends in play activities, such as making dens using trees and skipping ropes. Children thoroughly enjoy kite flying and become enthused when the kite takes off and floats in the air. This teaches them valuable physical skills as they learn about cause and effect. As a result, children experience a tremendous sense of achievement. Children enjoy a range of sports activities using bats, balls and footballs, where they work effectively as a team. Staff encourage children to have go and enjoy themselves by coaching them so that their skills improve. Children speak very positively about the club, saying it is 'fantastic'.

Craft activities are readily available so children can sit and relax, both indoors and outdoors. Friendships are effectively forged as children sit and chat to each other and happily include each other as they play and experiment with new ideas. Children eagerly support each other. For example, a group of children make friendship bracelets from colourful wool and eagerly offer each other the benefit of their expertise.

Younger children enjoy using malleable materials outdoors where they learn about volume, size and shape. Staff support their play by observing their responses to the activity and promptly offering additional challenge, which makes children's learning exciting and memorable. Children become thoroughly engrossed as they add water to a substance to make instant snow. This provides an excellent extension for their language skills as they describe the physical changes that take place. Staff further extend children's curiosity by providing ingredients for children to mix potions. This allows children to create exciting mixtures that they eagerly describe to each other. These interesting activities effectively draw children together in a common purpose as they share their achievements and enthusiasm. Staff skilfully join in with children's learning by asking well-placed questions that encourage children to think carefully about what they see and feel. Children then become confident in discussing their conclusions. Staff carefully observe children and track their progress using well-documented evidence and photographs. This is used comprehensively to plan for their further progress and to ensure activities are fresh and exciting for all children.

Parents are fully included in their children's learning and play. Many parents spend time at the club when they collect their child, discussing a picture or a model that has been created. This provides excellent opportunities for parents to become fully involved in their child learning and share in their child's eagerness and enthusiasm.

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

Children develop a very strong sense of belonging as they forge highly effective relationships with the staff and other children. They transfer successfully from the school to the club each day due to the skill and expertise of staff. Staff are vigilant and listen carefully to children's opinions, and respond gladly to their requests for their chosen play activities. Transitions within the club are managed very well. If they wish, older children can transfer to the classroom where activities are geared towards their needs. Many of the children, however, prefer to stay with their younger siblings so this is sensitively accommodated. The two playrooms provide a wealth of exciting learning experiences that all children enjoy. Staff are continually inspired by children's preferences and ideas, and use this to plan activities. This results in a stimulating environment where children are secure, can learn, relax and have fun. Wall displays that include many examples of children's own work promote a friendly and welcoming environment. Key persons' photographs are displayed, which ensures that children and their parents know who is their key person. Children settle extremely well into the club as staff sensitively include parents in their child's care and education. This ensures there is strong continuity between home and the club.

Resources and toys are easily accessed so children can choose from an exciting range of activities. The outdoor areas are used particularly well to provide exciting and varied activities. Children dress up and use the climbing frame to create a den. They use the steps to climb and extend their physical skills as they use the slide. There is further scope, however, to develop the enclosed outdoor area so that children are able to explore further and build with larger construction equipment.

Many of the activities and toys are labelled, and displays include numbers, letters and words, which helps greatly with children's communication skills. It is an exceptionally welcoming and attractive environment, which has been skilfully developed to maximise children's opportunities to learn. Staff skilfully promote children's understanding of a healthy lifestyle. Children's dietary needs are readily accessible to staff, who refer to these when planning snacks and breakfast. Children have clear involvement in planning their snacks. As a result, they thoroughly enjoy nutritious and healthy food that they have requested. Children's independence is clearly promoted as they make their own sandwiches using pitta bread and a variety of fillings. Fresh fruit and vegetables are readily available. Children freely help themselves to refreshing drinks, and staff ensure these are taken outdoors with children when they play. Staff prepare novelty ice cube shapes which children enjoy putting in their drinks. This provides an interesting discussion point and encourages children to drink on a hot day. Throughout children's care and learning, staff are extremely attentive and ensure their individual needs are met. Resources are of high quality, challenging and appropriate to their ages and stages of development. Children are encouraged to help take responsibility for their own safety, which helps them feel secure. A thriving community spirit is in place, which results in excellent relationships between staff, parents and children. As a result, children's behaviour is exemplary as they take pride in their club and thoroughly value the friendships they have made.

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

Strong and highly effective leadership ensures that the legal responsibilities and welfare requirements of the Early Years Foundation Stage are fully implemented. This ensures that children are exceptionally safe and secure at the club. Staff are fully aware of the importance of safeguarding children and the procedure to follow in the event of a child protection concern. There is a member of staff who has designated responsibility, and staff have recently attended updated safeguarding training. All policies and procedures are shared with parents so they are fully informed. The club shares practice issues with the host school. This enables staff to provide particularly highly effective support for children who are in the early years age group. Staff discuss children's individual progress with their teachers as they are collected from the classroom and ensure that children collect their homework folders. Network meetings held with the host school provide staff with detailed insight into children's individual progress and activities they prefer. This enables staff to provide sensitive support for children who are new to the club. As a result, activities provided in the host school are fully complemented and extended for children in the early years age group.

Risk assessments are very comprehensive and thoroughly protect children as they use the classrooms, school playing fields and playground. Daily checks are made of the areas used in the school to ensure children are safe. Children become fully aware how to evacuate the premises safely in the event of an emergency due to regular fire drills. Staff recruitment is strong as all are suitable to work with children. The club makes very effective choices as they recruit new staff. This ensures that staff provide highly effective support for children as they play and learn. As staff have a broad range of skills and abilities, they work very effectively as a team, thoroughly supporting each other. Effective monitoring of staff practice, regular appraisals and supervision ensure that staff are highly effective in their support of all children. Regular training and staff meetings complement staff skills and ensure they are up to date and well informed.

There is a highly effective partnership with parents. They are kept well informed in respect of their child's progress. Staff are highly skilled at encouraging parents to discuss their child's progress as they are collected. This promotes trust and cooperation between staff and parents. Staff pass on messages from school and ensure that children's homework and personal possession folders are collected and kept safe. Staff seek feedback from the children about their preferences and any changes they would like. A child committee is elected by the children and actively encourages them to take part in any decisions made. Discussions with children, a suggestion box and questionnaires provide additional ways of giving children a voice. As a result, they feel fully included and know that their opinions are valued. The club uses several ways of measuring its effectiveness. The local authority quality assurance scheme is used to assess strengths and weaknesses. Parent questionnaires and the opinions of staff, the host school and the committee are all used fully to reflect on their ongoing progress and drive forward a range of well-targeted 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
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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 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

Unique reference number	EY450346
Local authority	Birmingham
Inspection number	896876
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	101
Name of provider	WCPS Happy Hometime Club Committee
Date of previous inspection	not applicable
Telephone number	01214641925

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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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