

Happy Days

Cliff Cleaver Community Pavilion, Stonehouse Close, Cubbington, Warwickshire, CV32 7LP

Inspection date	19/02/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children make steady progress and are interested and keen learners; this helps to prepare them for school or their next stage of learning.
- Children learn to become independent and are encouraged to manage their own personal needs.
- Children receive the support they need as practitioners demonstrate a clear understanding of the areas of learning and how children learn.

It is not yet good because

- Opportunities to involve members of the local community in children's learning are not yet fully exploited.
- There is room to improve children's understanding of rules by helping them distinguish right from wrong through careful explanations.
- There is scope to enhance partnerships with parents by asking for their views on the care and education provided and using this information to shape future practice.
- The setting's use of self-evaluation is not yet used to best effect to identify areas for development and support children's achievements.

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 activity in the indoor and outdoor learning environments.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records, planning information, and a range of other documentation.
- The inspector interacted with the children.
- The inspector took account of the feedback from parents and carers, and of the information included in the setting's self-evaluation document.

Inspector

Lisa Parkes

Full Report

Information about the setting

Happy Days is a before and after school club that was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Cliff Cleaver Community Pavilion in Cubbington, near Leamington Spa in Warwickshire. The community room and associated facilities are registered. The building is adjacent to a community playing field. There is no secure outdoor play area.

Operational times are Monday to Friday during term time only from 7.30am to 9am and from 3pm to 6pm. A holiday club is also in operation between the hours of 8am and 6pm. There are currently 23 children on roll, six of whom are in the early years age range. The manager holds a full and relevant level 3 qualification. Three additional practitioners are employed to look after the children, two of whom are qualified to level 2 and working towards a level 3 qualification.

What the setting needs to do to improve further

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

- invite members of the local community into the setting to share their expertise to support children's development and progress
- extend children's understanding of why rules exist by explaining boundaries, rules and limits
- ask parents for their views on the care and education provided, and consider these when shaping future practice
- develop a clear improvement plan to demonstrate a drive for improvement and support children's achievements over time.

Inspection judgements

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

Children play and learn in a visually calm and orderly environment. Resources are easily accessible and open-ended, and children show particular interests as they make choices and decisions. Children have time and freedom to become involved in activities and practitioners join in sensitively with their play, fitting in with their ideas. As a result,

children are happy, busy and engaged. Play underpins delivery of the Early Years Foundation Stage and the programme of activities promotes children's physical, intellectual, emotional and social development. Children grow in independence as they take responsibility for simple tasks that interest them, for example, giving out snacks, tidying away resources and helping the younger ones. Children become confident, independent and cooperative individuals, which prepares them for school or the next stage of their learning. Practitioners are beginning to use observational assessment to inform future plans to ensure that learning is purposeful and progressive. Practitioners demonstrate a secure understanding of how children learn.

Children benefit from a mix of structured adult-led activities and child-initiated free play. During art and craft activities, practitioners model the creative process and show their thinking about some of the many possible ways forward. Children take pleasure making masks, designing mosaic pictures, creating jewellery and junk modelling. In addition, children have their own ideas and represent their experiences in play. Role play is popular and children dress up and play shop. Practitioners support children's excursions into imaginary worlds by ensuring that they have experiences that stimulate their interest, such as, trains, farm animals, princesses and action figures. Children take pleasure participating in a range of fun activities including word searches, crosswords and board games. Practitioners plan a range of practical activities to boost children's skills and they make steady progress as they build towers, use clay and experiment with paint. Children are competent in their use of information technology and show satisfaction in meeting their own goals.

Practitioners provide challenging expectations and relevant, developmentally appropriate learning opportunities. Consequently, children maintain focus and test their ideas. The setting is beginning to work in partnership with other settings and professionals in the community, such as the local community support officer, to support children's development. Children enjoy outings to the local park, trips to the library and walks around the local area. However, there is more scope to strengthen children's experiences in this area by inviting members of the local community into the setting to share their skills and expertise. Parents are encouraged to become involved in their child's learning from the outset. They contribute information about their child's starting points at registration and are kept verbally informed about their child's progress. Children explore and learn in secure and safe indoor and outdoor spaces. Their all-round development and emotional well-being are supported through a range of experiences relative to their ages.

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

Practitioners are skilled at boosting relationships and routinely encourage children to share, take turns and play cooperatively. Consequently, children establish friendships, which promotes a sense of belonging. Practitioners know the children well. They value and support the decisions children make and ensure that all children have opportunities to join in. Children show confidence in asking adults for help as practitioners are responsive to each child's needs, feelings and interests. Practitioners offer extra support to children in new situations to facilitate a smooth transition. As part of this, children who are due to start school accompany practitioners on the school run so they become familiar with the

surroundings. Children gain an understanding of safety issues through a range of topics, for example, spatial awareness, road safety and stranger danger. However, practice is not always consistent as practitioners do not routinely afford children explanations as to why certain behaviours are inappropriate or why certain rules exist.

Children gain a secure awareness of what constitutes a healthy lifestyle. Practitioners encourage children's efforts to manage their personal needs and promote health awareness by talking with them about exercise. Children learn about the food chain as they plant herbs and cress seeds, and they enjoy regular contact with the weather, seasons and natural world. Lunchtime is a social occasion and children sit together around a big table to eat. Children learn appropriate table manners and enjoy their food. During holiday club, snacks include pancakes and pieces of fresh fruit. Children are lively and take pleasure engaging in sports, such as, basketball, football, tennis, tag rugby and hockey. Boys in particular favour vigorous free play and enjoy visits from the sports coach, who promotes a fun, positive outlook to being active. The parachute is popular and children use skipping ropes, scooters and large-scale play apparatus as they experiment with different ways of moving. Children are happy, build secure attachments and enjoy what they are doing.

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

This inspection was brought forward following an investigation into concerns that were raised about the provider's compliance with conditions of registration in relation to the ages of children being cared for. Concerns were also raised about safeguarding arrangements relating to the supervision of children and suitability of staff collecting children from school. The investigation found that the provider was non compliant with conditions of registration and did not meet a number of Early Years Foundation Stage requirements. As a result, Ofsted issued a welfare requirements notice to ensure that the provider took action to ensure the suitability of staff, to only include staff over the age of 17 in ratios and to improve record keeping in relation to staff qualifications, identity checks and vetting processes. The provider was also required to ensure that no person was allowed to have unsupervised contact with children being cared for if their suitability had not been checked. Since the serving of the welfare requirements notice, the provider has improved practice to ensure all required actions have been met. This inspection found no further breaches in requirements and evidence confirms the required improvements have been made. As a result, children's welfare and safety is now promoted. The provider has also ensured that only children over the age of two-years-old are cared for at the setting. Prior to the investigation, younger children had been cared for within the premises.

Practitioners demonstrate a clear understanding of their responsibilities in meeting the learning and development requirements. Activities are routinely evaluated and children's progress is suitably monitored. The safeguarding and welfare requirements of the Early Years Foundation Stage are met. Arrangements for safeguarding children are clear, regularly reviewed and understood. Risk assessments are conducted and include everything with which a child may come into contact. The environment is safe and supportive, and practitioners are focused on promoting children's well-being. Children are

equipped with some skills to keep themselves safe, such as practising the emergency evacuation procedure. Concise policies, procedures and strategies are in place to protect children's welfare. Children are well supervised and are cared for by adults who are suitably qualified and vetted to ensure their suitability. Written documentation reflects a positive approach to meeting the individual needs of children, and all children are valued. Children with special educational needs and/or disabilities and those who speak English as an additional language receive appropriate support.

Children have opportunities to inform future plans as they jot down their dreams and wishes for the year ahead. Ideas, such as making cakes, using charcoals and pastels, and playing table football, are currently being explored. As a result, children develop confidence and gain a sense of ownership. However, there is scope to obtain the thoughts, feelings and suggestions of parents to ensure that they feel valued and involved in the day-to-day running of the provision. Nevertheless, parents are kept up to date through ongoing discussions at arrival and collection times, and relationships are positive. Practitioners demonstrate a commitment to working alongside others, such as local schools, to support the requirements of children and their families. Although self-evaluation is ongoing, this is very much in its early stages. There is room to improve this process to ensure that the provision continues to evolve. Nonetheless, the manager displays a positive approach to reviewing and evaluating services to ensure that the needs of all children are continually met.

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

Unique reference number	EY444323
Local authority	Warwickshire
Inspection number	902041
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	23
Name of provider	Esther McCarthy
Date of previous inspection	not applicable
Telephone number	07864372525

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

