

Happy Days Club

Holyrood Catholic Primary School, Greenbank Road, WATFORD, WD17 4FS

Inspection date

06/02/2014

Previous inspection date

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 come into the club keen to be involved in a wide range of interesting play experiences. The well-qualified staff team know the children well. Staff adapt and extend the play opportunities to promote children's learning to a good level.
- Children are friendly and chatty, they show high levels of confidence and make their needs known. Staff value the children's ideas and views which are used in planning activities and events.
- The leadership of the club is strong. Children are cared for in a safe environment through robust recruitment, ongoing training, staff appraisals and effective safeguarding policies which are in place to ensure their welfare at all times.
- The partnership with parents is good, the management values parents commitment to the club. Children benefit from a shared understanding of their care and learning which supports their overall progress.

It is not yet outstanding because

- There is scope to further promote children's independence and involvement in preparing their own tea. They do not always have opportunities to choose implements they need to complete a task or say when they do or do not need help.

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 talked with the children to find out about their interests and what they enjoyed doing at the club, she watched them have their tea and take part in range of activities.
- The inspector spoke to the registered provider, manager and staff about the children's individual needs.
- The inspector carried out a joint observations with the manager.
- The inspector looked at a selection of documents relating to the welfare of the children and for the smooth running of the club.
- The inspector sought the views of parents as they collected their children from the club.

Inspector

Tina Kelly

Full report

Information about the setting

Happy Days Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Holyrood Catholic Primary School in Watford, Hertfordshire and provides out of school and holiday care. It is a sister site to Happy Days @ Oxhey Primary school, also in the Watford area. The club has use of a classroom, dining hall and extensive outside play areas. The out of school club provides care for children attending Holyrood school.

The breakfast club is open each weekday from 7.30am until children go into school. The afternoon session runs from 3pm until 6pm. The holiday club runs from 8am until 6pm. There are currently 32 children on roll. Children attend for a variety of sessions.

The registered provider holds Qualified Teacher Status. The club employs four members of staff to work with the children; a manager who has a qualification at level 3 and three members of staff who hold early years qualifications to level 2 and above. The club is supported by 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:

- extend children's life skills and independence especially at teatime by promoting their independence by taking responsibility in preparing their own snacks and helping to clear away.

Inspection judgements

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

Children are happy as they come in to the club, they settle quickly as the room is set out with a range of resources that suits their ages and stages of development. There is an effective settling-in process, parents complete the 'All about me' form which enables staff to build on the children's abilities. Children are allocated a key person who shares observations with parents and monitors children as they settle in during the first term. The well-qualified staff team have a good understanding how children learn through well planned and interesting play opportunities. The planned activities are loosely based on themes that reflect the children's interests and link with school topics. Children's learning journals show how activities are based on their developing abilities, such as practising early reading and writing skills. Children's learning and play needs are met to a good standard.

Children of all ages are included in a range of interesting activities. Younger children are

well supported by the older children who include them in their games. Cookery is a popular activity and planned into the weekly activities. The activity is managed well, staff ensure there are enough finished cookies for all children to be part of the activity even if they have not taken part in the cooking. Children are asked if they would like to take part, to decide who should be first, taking into account children are collected at various times through the session. Staff teach children by supporting and extending their language and literacy skills they ask them to read the instructions on how to make the cookies. Children learn to use simple mathematics as they discuss the amounts they need as they measure, pour and mix the ingredients. Children are very keen to be involved, they talk about previous cookery activities and sharing experiences. These ideas are used to plan for the cookery activity the following week. Children are experienced in rolling out the dough, they use cutters and count the cookies as they put them on the baking tray. The club does not have access to an oven so a member of staff takes the baking trays home to bake. Children clearly understand the process, they talk about having the cookies at teatime the next day.

The well-resourced classroom provides children with a wealth of play and learning activities. The club has use of the spacious dining room which is used for imaginative play and physical games. This is particularly valuable when the weather is so bad the children choose not to play outside. Children's physical skills are challenged with large, sit on jumping balls which are used with great exuberance and excitement. Children are chatty and show high levels of confidence in talking to adults and making their needs known. Children are encouraged to make independent choices about their play. They access a very good range of resources from low-level storage units around the room. Staff take time to talk to parents as they collect their children. They share in their achievements and refer to the settling in notes for children new to the club. Children are supported well, they are developing skills which promotes their learning and understanding of the wider world.

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

The out of school club provides a welcoming and inviting environment. Bright displays of the children's artwork gives them a sense of pride in the club. A key person system is effective in ensuring young children feel secure and form appropriate bonds with staff and children. Information for parents is shared effectively thorough conversations at the end of the day, by text messages and email. Staff talk to children to assist them in filling in the 'facts about me' form, this gives children opportunities to share in their likes and activities they would like to take part in at the club.

Children learning about a healthy lifestyle through every day routines. They are encouraged to make decisions about what they would like for their tea and to help themselves to drinks from the water cooler. However, currently staff prepare most of the teatime snacks and sandwiches, cutting fruit, buttering bread and crackers and serving tea. Children are not learning the skills they need to further their independence, such as food preparations and their responsibility to help to tidy away and wash up. Children are encouraged to talk about what they need to do to prepare for the cooking activity, they understand the importance of washing their hands and making sure the area for rolling out the cookie dough is clean.

Children behave well, they are becoming aware of the needs of other children playing nearby. Children are learning to make decisions about their own safety and the needs of other children playing nearby. They share, take turns and negotiate with adults and each other. Children stop playing and listen to staff who give gentle reminders to take care as they take part in fast moving games in the dining hall. They are supported well by staff, who extend children's personal and social skills that enables them to move onto new experiences with confidence.

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

The manager and staff team are supported well by the registered provider. She visits the club throughout the week and is available for staff and parents to speak to at all times. The club uses the Statutory framework for the Early Years Foundation Stage and supporting documents to ensure children's learning and care needs are met to a good standard. Safeguarding is of high priority, the registered provider is the designated person. All staff attend regular safeguarding training to enable them to monitor and maintain children's safety at all times. The club uses the Local Safeguarding Children Board code of practice, information is on display to inform parents of the clubs responsibly to protect children. There is an effective risk assessment in place to identify and minimise risk to children at collection time, and when staff go to collect children from activities in the main school later in the day.

The well-qualified and experienced staff team work well together to provide a stimulating and interesting range of experiences for children of all ages. They take responsibility for different activities and ensure they are deployed appropriately around the classroom and dining hall to support children's learning at all times. Staff meetings and appraisals enable the registered provider to evaluate the overall practice and opportunities for children. She uses this information to identify staff training, to plan for future activities and to review the resources to consistently provide a good care and learning environment for all children. There is a very good working relationship with the host school. Key members of staff have good links with teachers to ensure they support children in their developing skills. The club offers work experience places through the career service, they have been accredited with an award in recognition of health and safety procedures and business practice. The registered person and manager have a good understanding of the support services provided by the local authority and children's centre services. This ensures all children and their families receive appropriate support when needed.

The partnership with parents is strong. Parents spoken to at the time of the inspection are very happy with the care provided and impressed with the range of activities their children take part in. Most parents comment on how difficult it is to take children home as they love their time at the club and want to stay longer. An informative newsletter, web page, text messages and emails are used to share information. Up-to-date policies and procedures are readily available, important documents and information is on display so parents are fully informed about all aspects of their children's care and club news.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY468571
Local authority	Hertfordshire
Inspection number	934480
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	32
Name of provider	Maria Sarah Flannery
Date of previous inspection	not applicable
Telephone number	01923481340

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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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