

Happy Days Club

Oxhey Wood Primary School, Oxhey Drive, WATFORD, WD19 7SL

Inspection date

Previous inspection date

12/02/2014

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 are happy and secure in their play; they are keen and motivated learners. Children make good progress as well-qualified staff have a good understanding of how children learn through well-planned and challenging activities.
- Children have good personal skills, they develop strong bonds with children and staff. Children are well behaved and they are learning how to manage their own safety as they are familiar with the routines and understand what is expected of them.
- Children are safeguarded and their well-being is promoted as staff are familiar and understand the policies that are in place to protect all children. There are good links with parents, which ensures children's individual needs are identified and addressed.

It is not yet outstanding because

- There is scope to further promote children's independence and involvement in preparing their own tea and helping in clearing away after cookery activities. Children do not always have opportunities 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.
- The inspector watched children have their tea and take part in a range of activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the registered provider and staff about the children's individual needs.
- 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 Oxhey Wood Primary School in Oxhey, Hertfordshire and provides out of school and holiday care. It is a sister site to Happy Days @ Holyrood Catholic Primary school, also in Watford. Happy Days also provides out of school care in the London area. The club has use of the library, cookery room, a small side room, spacious hall way, main hall, dining room and extensive outside play areas. The out of school club provides care for children attending Oxhey Wood Primary School.

A 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. Children attend for a variety of sessions.

The registered provider holds Qualified Teacher Status. The club employs three members of staff to work with the children; a manager who has a qualification at level 3 and two members of staff who hold early years qualifications at level 2 and above. The club is supported by the 'Young in Herts' Early Years Consultant who is responsible for out of school provision in the county.

What the setting needs to do to improve further

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

- review and reflect on how everyday routines, such as preparing for snacks and cooking activities, can be used more effectively to build on and further develop children's growing self-reliance and their ability to do things for themselves.

Inspection judgements

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

The well-qualified staff team have a good understanding of how children learn through well planned and interesting play opportunities. Activities are based on themes, which reflect children's interests and complement school topics. There is an effective settling-in process, parents complete the 'All about me' form which enables staff to build on the children's abilities and support them in making progress in their learning. A key person is allocated to children in the early years age group and those new to the setting. They share observations and assessments with parents to ensure children's progress is monitored and they are happy and enclosed at the club. Children's learning journals show how planned activities are based on their developing abilities, such as practising early

reading and writing skills. The club provides appropriate activities and resources, which promote children's play and learning to a good standard.

Children are happy as they come in to the club, they settle quickly as the cookery room provides an ideal environment for them to have tea. Once tea time is over a member of staff reminds children of the activities that are available in the other areas of the club. Children choose to take part in planned activities, such as cooking cakes for Valentine's Day, using the library, taking part in a printing and painting activity or having free-choice to play with the extensive toys and resources in the side room. After tea time staff ask children to share a joke or something they have learnt in school. Staff build on the children's learning experiences in school, they extend children's early reading and literacy skills as they teach them to use the reference books in the library to find out about topics they have talked about during the tea time discussions. Staff challenge the children by asking appropriate questions, they ask for examples of what they have learnt in school. Children show great delight when they find a book about the solar system to check on the size of Jupiter. Children are confident in sharing the information, showing the book to the staff and other children. Children use the school computers, they are extremely competent in finding games on popular web pages and animating their art work. The planned, adult-led art activity enables children to use their imagination and express themselves. They select different sized paper, they pour paint and use print blocks to create imaginative pictures. Children are encouraged to extend and elaborate on their art work, pictures printed from the computer games are added to the posters with dramatic effect.

Children are chatty and show high levels of confidence in talking to adults and making their needs known. They are encouraged to make independent choices about their play. The areas used by the club are attractively set out and very adaptable. Children are able to move cushions in the library so they can read in comfort. They are able to change resources and make space for imaginative floor play games in the small side room. This means children can experiment with their environment to extend play and learning experiences for themselves. 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 promote all areas of learning and their 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. 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 through 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 their interests and activities they would like to take part in at the club. Staff teach the children to think for themselves, to listen and to be confident in sharing their ideas.

Children learn about a healthy lifestyle through everyday routines. They are encouraged to make decisions about what they would like for their tea and to help themselves to drinks from the water fountain. However, currently staff prepare most of the tea time snack and

children are not fully involved in preparing for the cookery activity or in taking responsibility for clearing away and washing up.

Children thrive in this well-resourced club. Children show high levels of self-control and overall, behaviour is very good. Children share, they organise themselves to take turns in making cakes. This has a positive effect on the younger children who have developed very good relationships within the club. Children behave well; they are learning to make decisions about their own safety and to take into account the needs of other children. They are supported well by staff who extend children's personal and social skills, which enables them to move onto new life experiences with confidence.

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

The staff team are supported well by the registered provider; she works at the club to ensure staff ratios are met if staff are off work. She is a regular visitor at all times which means she is available for staff and parents to speak to. 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 and all staff attend regular safeguarding training to enable them to monitor and maintain children's safety at all times. A robust recruitment and induction process ensures all adults working with the children are suitable to do so. The club uses the Local Safeguarding Children Board code of practice and information is on display to inform parents of the club's responsibility to protect children. There is an effective risk assessment in place to identify and minimise risk to children at collection times, and when staff go to collect children from activities around the school later in the day. The staff team take responsibility for different activities to ensure they are deployed appropriately around the club, which ensures children's well-being at all times.

The club has a good working relationship with the host school. Key members of staff have good links with teachers to ensure they support children's developing skills. The registered person and manager have a good understanding of the support services provided by the local authority and children centre services. This ensures all children and their families receive appropriate support when needed. Staff meetings and appraisals enable the registered provider to evaluate the overall practice and opportunities for children. The information is used to identify staff training, to plan for future activities and to review the resources to ensure the club continues to provide a good quality provision for all children and their families.

The partnership with parents is strong. The staff value parents' comments and parents spoken to at the time of the inspection are very happy with the information they receive about their children's time at the club. They are impressed with the range of activities their children take part in, especially those that they don't have time for at home, such as cookery. An informative newsletter, web site, 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 club news and aspects of their children's learning and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY468593
Local authority	Hertfordshire
Inspection number	934481
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	12
Name of provider	Maria Sarah Flannery
Date of previous inspection	not applicable
Telephone number	02084284828

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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.

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.

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Piccadilly Gate
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M1 2WD

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