

Happy Days Club

Convent of Jesus and Mary RC Infant School, 21 Park Avenue, London, NW2 5AN

Inspection date	16/07/2014
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		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

- Staff are highly skilled and sensitive in helping children to form secure emotional attachments, so that children are happy and confident in their care.
- Staff provide a challenging environment so that children can learn through play and exploration, both inside and outdoors.
- Staff promote effective relationships with parents, which enables them to exchange information to meet children's individual needs well.
- Staff actively improve their knowledge in order to continue to develop the provision for children and families.

It is not yet outstanding because

- Although the provider has a healthy eating policy, staff do not consistently promote children's awareness of choosing healthier foods.

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 children's activities in the school hall and carried out a joint observation, in the playground, with the provider.
- The inspector held a meeting with the provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff working with children.
- The inspector took account of the views of parents.

Inspector

Catherine Greene

Full report

Information about the setting

Happy Days Club is privately owned. It opened in 2006 and registered with a change of ownership in 2013. The club operates from the old chapel within the Convent of Jesus and Mary RC Infant School, in Willesden, in the London Borough of Brent. The club is open term time only from 3.15pm to 5.45pm. Children have access to two separate halls, an information technology room, an enclosed play ground and another enclosed area to the front of the building. There are a number of toilets located off the hall area. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are four members of staff working with the children. Two staff members hold appropriate qualifications. There are 33 children on roll. Of these, eight children are in 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:

- strengthen opportunities to teach children about the importance of healthy eating.

Inspection judgements

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

Children are happy in the care of staff who provide a welcoming and stimulating environment where children learn through play. The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They provide a good range of toys and arrange the resources so that children can make independent choices. The staff have labelled toy storage boxes with words and pictures, which enables all children to identify what is available for them to play with.

The staff plan a broad range of activities, both inside and out, according to children's interests and stages of development. For example, children's interest in dinosaurs during outside play leads to an activity inside when they build 3D puzzles and add dinosaur figures. Children enjoy using their imaginations and skills with tools to hide the toy dinosaurs in sand. Staff add kidney beans to the sand to add texture and further promote children's interest. The staff help children develop their language skills well. They talk with children and join in with their activities, describing what they are doing, and naming objects and actions. The staff listen to children well as they repeat their communications back to them. Therefore, children know that staff listen to them and understand what they are saying.

The staff supply a good range of books so that children can select these for themselves. They pick their favourite stories for the staff to read to them. In addition, staff provide

written materials, such as picture cards or food recipes, which help children to learn about gaining information through written words. The staff use planned activities and spontaneous situations to teach children mathematics, and complement their learning in school. They provide sand and water play, so children can experiment and learn about capacity by filling and emptying containers.

The staff encourage children's current interests, for example, during a World Cup theme. Children learn to take part in group activities, and girls and boys happily compete together in football games in the playground. This means that they are able to develop their physical skills, while learning how to play as a team with their friends. This generates a lot of enthusiasm from the children who are talking about, and representing, all the different countries.

Staff effectively plan for children's learning and development. They use a clear assessment system to monitor children's learning and progress. This includes the use of individual learning journey progress records containing dated pictures and observations. The staff use child development guidance effectively to help identify children's stages of development and plan their next steps in learning. They welcome parents' knowledge and ideas to use in their assessments. This helps them to work in partnership with parents and the school to promote children's good progress.

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

Children are settled and confident in the staff's care. Staff seek information from parents when children first attend that enables them to understand and meet children's individual needs. This means children settle quickly and feel secure, and contributes towards a smooth transition from their school day into the after school provision. The staff display children's artwork and photographs of them taking part in various activities. This helps children develop a strong sense of belonging. Staff gain children's views about the provision to include them in decisions about the activities that they are interested in.

The staff help children gain a good understanding of keeping themselves safe. This includes teaching them safe routines for outdoor play, and using resources and equipment, such as scissors, safely. The staff include children in practising the emergency evacuation procedure, so that they know what the staff expect of them in a real emergency situation. Overall, the staff promote children's awareness of leading a healthy lifestyle well. Activities are planned so that children have daily fresh air and exercise through play in the school playgrounds, which helps to encourage their physical skills. Children make choices about what they eat from healthy options at snack times. The staff encourage them to try new foods, including fresh fruit and vegetables, such as cherry tomatoes. They supply equipment so that young children are involved in preparing their food, for example, spreading the butter on their bread with a knife. This helps children develop skills for the future. However, the staff do not consistently promote children's understanding of the importance of making healthy choices. For example, on some occasions, such as the end of term, the food that staff offer does not include healthier options.

The staff give clear directions and help children gain independence in practical skills, such as locating their own equipment when they prepare for outdoor play. They encourage children to help their friends and the younger children. This supports them to behave well, be confident and to work effectively as part of a group. Staff provide familiar routines and clear explanations for their requests, which help children understand what staff expect from them. Staff teach children to share toys and take turns. They regularly praise children's efforts and achievements, making clear what they have done well, which boosts their self-esteem and confidence. This all contributes to children behaving well.

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

Staff have a good understanding of how children learn through play and real experiences, and know how to help them make good progress in their development. The staff implement clear policies, which they share with parents, to promote children's welfare and safety. They complete detailed risk assessments to help to provide a safe environment for children to play in, both in the hall and outside in the playground. New staff receive a thorough induction and all staff are checked to ensure they are suitable. The staff have a good understanding of how to safeguard children, which includes recognising the possible signs and symptoms that would cause concern about a child in their care. They understand their responsibilities for following the correct procedures to help protect children from harm. The registered person keeps the legally required records, which she monitors to ensure they are completed clearly.

The staff promote effective partnerships with parents. They supply important information about the after school service through written policies, holding conversations and displaying information on the notice board. They encourage daily exchanges of information with parents so that they can meet children's individual needs well. Staff agree on the most effective communication methods with individual parents, which takes into account the limited time for discussion at the end of each session. Parents say that they are extremely happy with the after school provision. They praise the flexible service and settling-in routines. Parents remark on their children's confidence and social skills since attending, saying that they have progressed very well. The staff have adapted well to a new organisation and successfully work with the new registered provider to continue to improve children's learning. Staff evaluate their practice by asking for the views of children and their parents. They also actively seek ideas from children's teachers. They are in the process of developing their assessment and planning systems to have a clear plan for upcoming events.

The registered provider supports staff in keeping up to date with changes and in improving their knowledge by regularly attending training courses. Consequently, this helps her to continue to develop the service provided for children and their families.

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	EY468581
Local authority	Brent
Inspection number	935295
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	33
Name of provider	Maria Sarah Flannery
Date of previous inspection	not applicable
Telephone number	02089652986

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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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Store St
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M1 2WD

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