

Happy Kids

Hillfield, Cheddar, Somerset, BS27 3HN

Inspection date	04/09/2014
Previous inspection date	18/01/2011

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

- Children enjoy their time at the club and develop strong relationships with each other and the staff.
- Staff work closely with the school to be aware of what children can do and plan effectively to provide appropriate support.
- Staff provide good support so that children have a positive understanding of adults expectations and behave well.
- Staff reinforce health and safety procedures and, as a result, children take appropriate responsibility for managing their own care.

It is not yet outstanding because

- Staff sometimes miss opportunities to encourage children fully in thinking of ways to solve problems for themselves.

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 offered the manager an opportunity to carry out a joint observation.
- The inspector observed activities inside and outdoors.
- The inspector checked the safeguarding information and the premises.
- The inspector spoke to parents, children and staff, and took account of the setting's self-evaluation
- The inspector sampled documentation, including policies and procedures, and children's development records.

Inspector

Elaine Douglas

Full report

Information about the setting

Happy Kids out of school club was registered in 2003. It operates from within the grounds of Cheddar First School, Cheddar, Somerset. Children use the school studio, with additional use of the multi-function room. The out of school club has a fully enclosed outside area and use of another enclosed playground. The club serves children from Cheddar First School. In addition, they provide after school care for older years children from other local schools in the surrounding area. Staff drop off and collect the children from Cheddar First School, and collect children from Draycott First School. The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 60 children from four to eight years on roll; of these, five are within the early years age range. The club opens each weekday during school term times. The breakfast club runs from 8am to 8.50am. The after school club runs from; 3.30pm to 6pm from Monday to Thursday, and from 3.30pm to 5.15pm on Friday. Five members of staff work with the children. Two of them hold a qualification at level 3, and one member of staff is working towards a qualification at level 3.

What the setting needs to do to improve further

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

- extend the use of children's play experiences to support them further in solving problems for themselves.

Inspection judgements

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

Staff engage children in conversations about their holiday and school day, supporting their language skills effectively. Children know there are times when they must listen and are confident to speak to the whole group. They enjoy a range of physical activities. For example, children used scissors and materials to create their own designs and worked together well to manipulate a large parachute and ball. This also promotes their social skills as they negotiate with their friends, share and take turns. Children are very independent. They took care of their own belongings, helped to pour drinks and served each other their snack, for example. Staff give clear instructions so that children know how to take part in activities and ensure all children are actively engaged. This ensures a busy but harmonious environment.

Children are motivated to lead their own play and use resources in their own way. For example, the children excitedly showed how they had made their own den by attaching the large parachute to the fence and slide. However, when it collapsed staff repaired it for them missing the opportunity for children to think of ways to make it more secure. Staff

observe what interests the children, and provide good support to increase their understanding. For example, children noticed that a plant had a strong smell. Staff informed them it is called rosemary and that it can be used in cooking. Children then looked for other plants with an aroma. Children use a range of art and craft materials, and take on a different identity in their pretend play, developing imagination and creativity.

The key person gets to know the child well through good partnerships. They find out from the teachers where children are in their development and how they can support their progress. For example, they play board games to promote mathematical development as well as personal, social and emotional development. Staff speak to the children and use their observations of what the children enjoy to plan a wide range of activities. Staff provide consistently good support, which ensures children are secure in their key areas of development. This supports children's learning at school effectively.

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

Children are happy and very confident at the club. Staff support children well in managing their own behaviour, resolving any conflict but also knowing they can talk to staff if someone upsets them. This promotes their emotional well-being as well as their understanding of being safe. In addition, older children are kind and supportive of the younger ones. They play well together and have good relationships. This helps younger children to settle quickly, effectively supporting their move between school and the club. Staff value children's contributions. For example, the manager gained children's attention before asking them about the routines and adult expectations. As a result, children have a good understanding of the reason the rules are in place, and have opportunities to include their own rules. The manager summarised by asking children to have fun but play safely.

Children develop a good understanding of safe and healthy practices. They washed their hands on arrival at the after-school club for example. They know that they do this before eating, and after using the toilet, so that they do not spread germs. Children confidently describe how they must line up at the door, and listen to adults' instructions, if they hear a whistle because there may be a fire. They also state that they must never open the main door even to their parents. Children learn about safe risks. They put on safety gear before using rollerblades for example. As a result, they develop appropriate physical skills and an understanding of the benefits of exercise. Staff are trained in child protection so they have a good awareness of the procedures to follow should they have a concern that a child may be at risk.

Staff provide a welcoming environment in which children enjoy a good range of experiences. Staff deploy themselves effectively so that children can make full use of the available activities and resources under supervision, both inside and outdoors. Children make independent choices about what they play with and where they want to play. They use a good range of resources that provide images of people's differences, so that children gain a positive awareness of their own and other's backgrounds.

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

The manager has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff are knowledgeable about safeguarding procedures, and carry out good daily checks of the premises to ensure the equipment and premises are safe for children. Good procedures ensure that they collect children safely from the school and escort them to the security of the club. They have all the required documentation in place to protect and promote children's welfare. Effective recruitment and induction procedures help to ensure that suitable adults understand their roles. All staff hold a paediatric first aid qualification, which means they can act quickly in any area should a child have an accident. Staff receive training to administer specialist medication and have extensive care plans and emergency procedures. The manager provides a good role model, working directly with the staff and children to meet children's needs and well-being consistently.

Through good self-evaluation they evaluate their practice and implement appropriate actions to continually improve outcomes for children. For example, they now use a communication book with the school, where staff record any significant information about the children. This enables staff to be aware of anything, which may affect the children's individual needs, and to relay the information to parents. The manager has prepared a questionnaire to go out to parents and another for the children. This is to gain their feedback on the club and find out what else they would like the club to offer. The manager supervises staff and together they identify any training or development needs. Staff inform parents of their child's key person so that they can work together to meet children's individual needs. They are continuing to use the school system for recording children's progress, which they offer to share with parents. This helps them to have a consistent approach to children's care and progress. Parents comment positively on staff being approachable and feel confident in the safety and supervision.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY260456
Local authority	Somerset
Inspection number	814555
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	60
Name of provider	Jeannette Ann Cattell
Date of previous inspection	18/01/2011
Telephone number	07989 694344

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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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