

Happy Days Club

Holy Family RC Primary School, Vale Lane, London, W3 0DY

Inspection date

Previous inspection date

24/09/2014

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

- Staff plan and provide an interesting range of activities so that the children enjoy their experiences of learning through play.
- Strong links with parents and the school ensure children settle quickly and are well cared for by the club staff.
- Staff provide a welcoming environment where children are safe and their welfare needs are met, so that children are happy and develop confidently.
- Evaluation practices are being developed to identify what the club needs to do to bring about further improvement.

It is not yet outstanding because

- Although the staff provide a good range of interesting activities, lack of continuity of this provision, particularly after snack time, means children are not always fully engaged in purposeful activities.

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 spoke to the children and staff.
- The inspector held discussions with parents and took account of their views.
- The inspector held a meeting with the provider and invited the manager to conduct a joint observation.
- The inspector looked at a sample of children's records and planning documents.
- The inspector made a number of observations of activities.

Inspector

Edgar Hastings

Full report

Information about the setting

Happy Days Club is one of five privately run clubs owned by the same provider and it registered in 2014. The club operates from Holy Family Roman Catholic Primary School in Acton in the London Borough of Ealing. The club is open each weekday from 7.30am to 9am and from 3pm to 6pm term time only. The club does not operate during bank holidays. The club has the use of a large hall, a kitchen dining area, an information technology suite and an additional room. There is an enclosed outside area for outdoor play. In addition suitable toilet and washing facilities are available. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are two members of staff working with the children, and both hold appropriate qualifications. There are 25 children on roll. Of these seven 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:

- Provide continuity of activities throughout the sessions to further engage children at all times to support their learning and development.

Inspection judgements

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

Children enjoy attending the club and enter into the activities with obvious enjoyment. Staff provide a welcoming environment where children are happy and receive a good level of care. Relationships are strong and staff plan activities that support the learning and development requirements of the Early Years Foundation Stage. Staff provide a good range of toys and resources that allow children to make independent choices. Children who are new to the club at the start of the new school term are collected by staff from their classes. This enables teachers to share any information about the children that is important to help them settle into a new environment, and enables staff to get to know and understand their individual needs.

Staff provide a wide range of activities to meet with children's interests, taking into account their ages and stages of development, both indoors and outside. Children enjoy exploring the climbing apparatus which supports their physical development as they climb, balance, slide and swing. They use it imaginatively as they play together and develop their own games. Balls, bats, skipping ropes and hoops provide opportunities for children to develop bat and ball skills, and to improve their sporting skills. Safe play is encouraged and more active games such as football are organised separately in another area. Children play co-operatively setting up a train track fitting rails together while talking and sharing

ideas in their play. Staff encourage children to use their imagination and to develop stories, and this supports the development of children's use of language. For example, children build houses with construction kits and share ideas about who lives in them. The puppet theatre is used well to support children's creativity in thinking, developing and telling stories. Staff offer encouragement to children to have a go at performing a puppet play. The good quality equipment provides a stimulating opportunity to support children's creativity. Staff encourage clear speaking and the use of sequential language to make their stories flow by connecting sentences together using appropriate vocabulary. Children use their own experiences well to provide entertaining stories for the other children who demonstrate their good listening skills.

Staff provide many opportunities for children to be creative often linked to the healthy-eating programme. For example, children enjoy cooking activities such as making a pizza or a fruit kebab. In the role-play area, children dress as a chef and manipulate play dough skilfully to make spaghetti. Children help to construct a pinata from papier-mache to help celebrate birthdays in the Mexican tradition. This helps children broaden their knowledge of other cultures from around the world.

Children use computers to support the development of their writing and keyboard skills. Staff provide water play so that children can learn about capacity through experimentation by filling and emptying containers. Resources enable children to follow their interests in dinosaurs and other types of animals through playing with and handling models. Children learn the value of co-operating with one another through joining together in the parachute game.

Staff plan activities that meet children's interests and support their learning and development over time. They use information provided by parents about their children's individual interests, and link to activities developed by the school. This supports the club's developing partnership with parents and with the school. Records are kept of children's experiences in the different areas of learning with effective use of photographic evidence and observations to assess children's stages of development.

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

Children are given a warm welcome on arrival and enter the club confidently. Staff pay special attention to the newly admitted early years age children as this is their first week in the club. This helps them to settle quickly and get used to the daily routines. Children are happy and enjoy being in the club. Staff have established good relationships with the children who respond positively to them. Staff know the children's particular interests from the information parents share with them at the time of admission, and this enables staff to meet their individual needs. This helps children feel secure and ensures a smooth transition from school into the club.

Staff encourage children to make choices and decisions for themselves, and this supports children's developing independence. Children learn about healthy lifestyles because staff promote this aspect well through snack menus and activities related to eating the right

food to keep their bodies healthy. Children are encouraged daily to eat a portion of fresh fruit and/or vegetables from the selection provided each day. Staff encourage children to prepare their own food such as spreading butter on the bread and making their own sandwiches. This encourages children's independence and helps them develop skills for the future. Regular activities are planned out of doors in the playground to provide fresh air and exercise through play. This supports the children's physical development. Good hygiene practices are followed and children know and understand the need for regular hand washing, which they carry out independently. Staff are trained in food hygiene procedures and take all the necessary precautions when handling food, in order to avoid any contamination and to keep children free from infection.

Children feel safe and are encouraged to be aware of others through safe play. Staff carry out emergency evacuation procedures so that the children will know how to respond in a real emergency situation. Staff conduct head counts before going to outdoor play, and on returning to the indoors afterwards. Children learn to behave well because staff remind children of the club's behaviour policy, and the club rules which the children have helped to establish. On occasions, however, particularly after finishing their snack, children are not always provided with purposeful activities to keep them engaged and so behaviour of a few children becomes a little disruptive. This is partly due to the new routines not being fully embedded yet as the club is still developing. Staff do however, praise children's efforts and offer them every encouragement. This helps children's confidence and builds their motivation to succeed. Staff encourage children to share and to take turns, and as a result children co-operate well with each other. Consequently, this all contributes to good overall behaviour.

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

Staff have a clear understanding of the learning and development requirements of the Early Years Foundation Stage. Staff obtain information from parents about their children's interests on admission and tailor activities to ensure they meet each child's needs. They also discuss ideas with school staff that will support and extend children's learning further. Staff place a strong emphasis on learning through play, and provide help and support by joining in with the children in their play.

The provider ensures the club is a safe environment for children and has put in place an appropriate range of policies and procedures to provide for their safety and welfare needs. Staff conduct daily risk assessments are completed for all parts of the building used by the children. Staff are carefully vetted to ensure their suitability to work with children. New staff undergo careful induction, and receive training in safeguarding so that they are confident to recognise possible signs that may raise concerns about a child under their care. They demonstrate good understanding of the procedures to follow in order to protect children from harm. Staff are trained in the administration of first aid to children should accidents occur, to protect children's health and welfare.

The provider uses her knowledge and experience of working in other similar provisions to

support the development of this recently opened club. Tried and tested policies and procedures help to ensure its safe and effective running. Self-evaluation is developing and priorities are focused upon staff development to improve their expertise through appraisal and performance management. Staff are provided with opportunities for further training, and assessment procedures are being further developed to drive improvement in the provision for children.

Staff promote a strong partnership with parents. They provide information to parents and have effective systems of communication. Daily exchanges of information ensure that children's particular needs are met well. Parents say they appreciate the good work the staff carry out in supporting their children and the strong relationships they have established with them. Several parents commented that their children enjoy the activities so much they would like to stay longer. Children also benefit from the strong links with the school and the sharing of information and ideas to support children's development.

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. 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	EY474509
Local authority	Ealing
Inspection number	956920
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	25
Name of provider	Maria Sarah Flannery
Date of previous inspection	not applicable
Telephone number	0208 992 3980

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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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