

Happy Hideout

Tollerton Primary School, Burnside Grove, Tollerton, NOTTINGHAM, NG12 4ET

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| Inspection date | 31/10/2014 |
| Previous inspection date | 06/10/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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 engaged in their play and motivated to learn because practitioners provide a wide variety of stimulating activities throughout the day.
- Practitioners have a good understanding of child protection procedures and continually monitor the environment. This means that children are safe in the setting.
- There are good partnerships with the school so continuity in children's learning and care is well supported.
- The owner is committed to providing a high standard of care and education. Her self-evaluation of the setting involves the views of everyone and shows clear targets for improvement.

It is not yet outstanding because

- Opportunities to identify and share good practice about teaching and learning are sometimes missed.
- Sometimes practitioners show children what finished craft activities should look like, preventing them from maximising their own rapidly developing creativity.

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 during activities indoors and outdoors.
- The inspector looked at children's records and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of the practitioners working with children and the setting's self-evaluation form.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day and their written comments.

Inspector

Joanne Gray

Full report

Information about the setting

The Happy Hideout out of school and holiday club registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Tollerton Primary School, Tollerton, Nottinghamshire and is one of two settings managed by a limited company. There is an enclosed area available for outside play and learning. The setting employs five members of childcare staff. Of these, three hold appropriate qualifications at level 3 and one holds Qualified Teacher Status. The before and after school club opens Monday to Friday from 7.30am to 8.45am and 3.30pm to 6pm during term time. The holiday club runs through the school holidays, excluding bank holidays, from 8am to 6pm. There are currently 45 children attending, of whom six are in the early years age group. The setting supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen the systems in place for performance management of practitioners to further support them to achieve outstanding teaching practice and help raise children's attainment to the highest level, for example, by introducing peer appraisals
- enhance opportunities for children to express their own creativity during craft activities.

Inspection judgements

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

Practitioners have a secure knowledge and understanding of how to effectively promote children's learning and development, and teaching is good. Children's active learning is well supported through a good balance of adult-led and child-initiated play that complements their school activities. Practitioners consult with children about what they want to do and plan activities around their interests. This means that children are engaged, motivated and have fun in the setting. Practitioners have a good knowledge of the areas of learning and are mindful that during term time children have been at school all day. Children with special educational needs and/or disabilities are supported well because practitioners spend additional time getting to know their needs before they start. This enables practitioners to make any necessary changes to practice ensuring these children also make the best progress they can during their time in the setting.

The owner and manager are particularly keen to make sure that children can still access

any extra-curricular activities in the school so that they can still take part in all learning opportunities. They go out of their way to make additional trips to and from school and even take children to other clubs, such as Brownies and Rainbows, in the village. Parents are informed in good time about the wide variety of activities and trips that will be taking place during the holidays. For example, this half term children have taken part in ten-pin bowling, baking, and welcomed a visitor who brought along a selection of insects and reptiles. Children particularly enjoyed handling the snakes, giant millipedes and bearded dragons, which help to extend their understanding of the natural world. Children have also made a 'wormery' with practitioners and enjoy discovering insects in the outdoor area. Practitioners extend children's learning further by encouraging them to look at the insects through magnifying glasses and to count their legs. When children find a slug, practitioners ask them questions about it and encourage them to think about where it might live and what it might eat.

Children enjoy a range of creative activities. For example, older children paint giant Halloween characters on recycled cardboard boxes and younger ones enjoy watching and helping them. However, during adult-led activities, practitioners sometimes do not maximise children's natural creativity. For example, when making spider models with the children, practitioners show them what it should look like instead of supporting them to create their own designs. Practitioners are skilled at promoting children's language and communication skills as they continually chat with them and give them time to express their views and recount past experiences.

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

Practitioners find out about children's needs and interests from parents before they start at the setting. All children, even those in the older age group, are assigned a key person, which means that children quickly form close, trusting relationships with the practitioners who care for them. As a result, children settle quickly and are happy and confident. Practitioners are an effective link between the school and parents because they speak to teachers when they collect and drop children off and use a communication book to record and share important information.

Children are learning to be active and understand the benefits of physical activity because they have regular opportunities to play outdoors. They learn to take risks as they ride their wheeled toys down the slope at rapid pace, steering and changing direction to avoid any obstacles. Children learn about the importance of a healthy diet because they are provided with healthy snacks, and parents are encouraged to bring healthy packed lunches. Practitioners have lunch with the children and take the opportunity to talk with them about what they are eating. As a result, mealtimes are a happy and social occasion.

Resources are of good quality, are readily available and are relevant to the different ages and stages of children's development. Children move around freely and can make choices about their activities, so they are developing self-confidence and independence. Practitioners also encourage children to do things for themselves and take care of the environment. For example, they encourage children to take off their aprons and put away their toys when they have finished with them. Children of all ages play together well and

are forming positive relationships with their peers. This is because practitioners are good role models who carefully explain why boundaries are in place.

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

Practitioners have good child protection knowledge and know what to do if they have concerns about children in the setting, which means children are safeguarded well. In addition, visitors are asked to sign in and are reminded not to use mobile phones. Practitioners follow the settings procedure regarding the use of mobile phones and keep theirs in a locked cupboard during sessions. The manager uses the setting's mobile phone to keep in touch with parents and the owner. Although the staff team are very established, there are good recruitment and induction procedures, so all practitioners are suitable to work with children and understand their role in the setting as soon as they start. Policies, procedures and documentation are organised well and shared with parents. Children remain safe in the setting because the manager carries out daily checks on all aspects of the environment. In addition, the entrance door to the setting remains locked when children are present and the gate is always locked when children are playing outdoors.

Practitioners are well qualified so they have a secure knowledge of how children learn. There is a good commitment towards practitioner's continual professional development, which includes a rolling programme of first aid, safeguarding and food safety training. This means practitioners keep these vital skills and qualifications regularly updated. Annual appraisals, regular supervisions and team meetings give practitioners the opportunity to contribute to the evaluation of the provision and to improve their own practice. The manager regularly works alongside practitioners to monitor and evaluate their quality of teaching. However, opportunities to help practitioners reflect on each other's practice and build on the already good teaching that takes place, are not maximised.

The owner and manager understand that the setting needs to complement the experiences children receive during their day at school and have made good links with teachers to make sure this happens. For example, they are planning to carry out activities and complete a display with the children about the pantomime they are going to see with the school. The setting offers places for children with special educational needs and/or disabilities during the holidays. Practitioners work closely with other agencies and the children's parents so these children receive the extra support they need during their time in the setting. Partnership with parents is effective because practitioners establish effective relationships with them from the start. Parents speak highly of the setting and say their children are 'always so happy' to go there and that practitioners are 'so considerate, friendly and flexible'. Parent's views for improvements to the setting are also welcome and are sought both verbally and through annual questionnaires. Children's views are also important to practitioners and they take time to listen to them and incorporate their interests into future plans for resources and activities.

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

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| Unique reference number | EY428643 |
| Local authority | Nottinghamshire |
| Inspection number | 995282 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 25 |
| Number of children on roll | 45 |
| Name of provider | Hideout OOSC Ltd |
| Date of previous inspection | 06/10/2011 |
| Telephone number | 07790652127 |

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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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