

Happy Times Care Club

Staffordshire County Council, Hassell Cp School, Barracks Road, NEWCASTLE, Staffordshire, ST5 1LF

Inspection date

12/01/2015

Previous inspection date

19/07/2011

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's learning and development is well-supported by staff. They know the children well and liaison with parents and the school is good. This means staff understand the next steps in children's learning and are well placed to support children to progress.
- Children's self-esteem and decision making skills are well-developed as their ideas and opinions for activities are sought and incorporated in to the planning of the session. This means they enjoy their leisure time and feel a sense of ownership of their club.
- Staff have developed an environment that is vibrant and welcoming. The children are very articulate, confident and happy. They are very well behaved and enjoy talking with their friends and staff.
- Staff have a clear understanding of safeguarding issues and are confident about how to manage any concerns they may identify. They are strongly supported by the manager to develop their professional practice, through external training and by contributing ideas on how to further develop the club.
- Parents are very happy with the service provided and find the staff team very approachable and caring. They praise the range of activities offered, which they feel complement their child's time at school and ensures they enjoy attending the club.

It is not yet outstanding because

- Fully independent choice is not always completely promoted, because children do not have direct access to all of the wide range of resources available.

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 activities in the main playroom and outside play area.
- The inspector held meetings with the manager of the club and undertook a joint observation with her.
- The inspector looked at children's assessment records and planning documentation and a selection of policies.
- The inspector reviewed evidence of the suitability checks and qualifications for staff working with children.
- The inspector took account of the club's informal self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sarah Rhodes

Full report

Information about the setting

Happy Times Care Club has been under its current ownership since 2010, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It has been operating since 1995 and is based at Hassell County Primary School, Newcastle-under-Lyme, Staffordshire. It is managed by Happy Times Care Club Ltd. The club serves the local area and is accessible to all children. It operates from various classrooms within the school and there are several enclosed areas available for outdoor play. The club employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, two of whom also hold an appropriate foundation degree. The club opens from Monday to Friday all year round. Sessions are from 7.30am to 9am and 3pm to 6pm during school term-time and 7.30am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 108 children on roll, of whom 17 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:

- enhance even further the support given to children for them to independently select activities and resources, for example, by providing visual prompts of equipment that has to be stored out of sight.

Inspection judgements

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

The needs of the children who attend are well catered for. The manager works in one of the school reception classes, and has a very good understanding of children's abilities and the next steps in their learning. She understands about activities children have taken part in during the day and is able to discuss these with the children. The manager supports them to extend their ideas in the club. A number of the other staff members also work in the school or other early years settings. They are well qualified and use their knowledge to extend children's learning as part of leisure time fun. Staff also exchange information with the other reception class teacher and nursery class teacher to ensure they are aware of the learning needs of all the children. In addition, staff discuss the needs of the children with their parents. This ensures any learning needs they have identified are able to be worked on in the club and at home. In this way, staff are fully informed about the assessments of children's abilities undertaken by their main provider of the Early Years Foundation Stage. This information enables all staff to ensure their teaching is good. They can provide sufficient challenge for the children to ensure they are well-occupied and supported to continue to make expected progress. For example, staff sit with children who are drawing and extend their concentration on the activity. They have meaningful conversations with children, who are developing good vocabularies and are supported to

learn new words. They encourage children to use mathematical concepts in their pictures and proactively support their emerging literacy skills as children write about their pictures. Staff take the opportunity to encourage children to count and work out number problems, as well as act out real life situations, as they play with children and role play using toy cash tills. This supports children mathematical and literacy skills in a relaxed way. Staff also recognise that the children have had a busy day and this is their leisure time, where they need to unwind. At the start of each session, staff actively encourage children to decide which activities will be set out. Children are able to select activities from the toys provided and request other items from those stored in the toy cupboards throughout the sessions. However, they have to rely on their memories of what is available because some toys are not visible.

The children are very confident and happy. They enjoy a wide range of activities that cover all areas of learning. The atmosphere is calm and cooperative. The children enjoy a range of trips out during holidays, which extends their knowledge of the wider world. For example, they use the bus to travel to their destination, and each child practises communicating with the bus driver by paying for their own ticket. This reinforces the communication and social skills children need to be successful at school. Children's design skills are extended through having ready access to a wide range of craft equipment. They also gain a lot of enjoyment from making a variety of things, which link into seasonal festivals celebrated throughout the year. This provides an opportunity for children's knowledge of the world and of other peoples' beliefs to be developed. Small groups of children play cooperatively as they spontaneously organise games of hide and seek. This gives the youngest children opportunities to play by some simple rules and to practise their counting and observational skills. The children also benefit from easy access to outdoor spaces, which provide opportunities for them to develop their balancing and ball skills.

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

The children and parents have good relationships with all staff, including their key person. When nursery and reception class children start attending, their key person gets to know them quickly by gathering information from both parents and the child about their likes and dislikes. This helps staff support children through the transition from pre-school care to after-school care because they can plan activities that interest them. Parents comment that staff have been skilled at supporting their child's emotional well-being as part of this settling-in process. In this way, the club plays a crucial role in supporting children to be ready for school by making the beginning and end of each day a happy experience. On an ongoing basis, the school passes on information about things that may affect children's physical or emotional well-being, such as accidents which have occurred. Children's behaviour is very good. Staff help children think about other people's feelings and they learn to negotiate and cooperate with their play mates.

Staff have the facilities to provide a limited range of light snacks and drinks. Children can also bring their own packed tea to have at the beginning of the session. In this way, children are supported to have adequate refreshments. Children are supported to develop their independence, self-care skills and table manners. They are reminded to undertake

appropriate hygiene practices, such as washing their hands before snack time, and understand why they are doing this. The outside play space is used regularly for a range of energetic activities. Children are, therefore, well supported to develop an understanding of the importance of a balanced diet and exercise as part of a healthy lifestyle. Children start to understand about safety issues as they take part in emergency evacuation practises or learn to use equipment, such as scissors, in an appropriate way.

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

The staff within the club are well supported by the manager and trustees. Appropriate recruitment procedures and induction processes ensure staffs' suitability is established when they are employed and regularly reviewed. Children are also safeguarded through the implementation of clear policies and procedures, which ensure staff can identify child protection concerns and take appropriate action to protect children. Staff have a clear understanding of the risk assessments for the building and grounds. They are aware of additional risks posed by working in a shared building and take any necessary precautions. For example, they ensure daily checks are completed before the children arrive.

Required policies and procedures are in place to help with the safe and smooth management of this very large club. Annual appraisals are undertaken with staff, and the use of a stable staffing team means the manager knows the key strengths of all her staff members. She monitors room activities to ensure children have a good balance of experiences, which cover all areas of learning. Staff are strongly encouraged and supported to undertake further training and qualifications. This has a positive effect on their ability to provide quality learning experiences within the children's leisure time. The club has a good capacity to maintain continuous improvement, as the manager acknowledges the expertise of her well-qualified staffing group and encourages them and parents to become involved in setting the priorities for improvement.

Partnerships with parents and carers are strong. Parents are delighted with the service provided by the setting, and find the staff approachable and friendly. They have access to information about how the club operates through the policies and the notice boards. The activities children take part in and their learning are discussed. Partnerships in the wider context are used to develop the quality of education. The setting links with other professionals to help children with special educational needs and /or disabilities as the need arises. The staff develop strong links with the children's main provider of the Early Years Foundation Stage, to aid the transition between school and the club. This helps provide continuity in children's care, for example, by ensuring staff are aware if a child has been upset during the day.

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	EY418800
Local authority	Staffordshire
Inspection number	851957
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	108
Name of provider	Happy Times Care Club Limited
Date of previous inspection	19/07/2011
Telephone number	01782297502

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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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