

Inspection date

Previous inspection date

9 November 2015

27 May 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children are not allocated to a key person, in order to support their individual needs, build secure relationships with their parents and consistency for children's care and play.
- Sufficient measures are not taken to reduce the risk of cross-infection after children wash their hands in preparation for eating their snack.
- Staff do not always provide a quiet, cosy space for children, particularly for younger children, in order for them to relax and rest as they need.
- Children are not supported in helping themselves to the full range of toys and activities to develop their spontaneous ideas through play.
- The manager does not seek the views of all parents and staff to enable them to contribute to the club's self-evaluation process, in order to provide a focus for planned priorities to consistently drive forward improvements.

It has the following strengths

- Staff liaise with teachers and know about any current topics and activities in school. They promote continuity by providing play opportunities that complement what children are learning in school.
- Staff set consistent boundaries so children know what is expected of them. They are provided with opportunities to complete age-appropriate responsibilities. This helps children gain confidence and boosts their self-esteem. Older children are positive role models for younger children.
- Children are happy and enjoy attending this fun club where staff ensure they are cared for in a safe environment. Children describe the staff as very friendly, kind and caring.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ implement an effective key-person system that ensures that every child's care is tailored to meet their individual needs and builds a secure relationship with their parents or carers 	13/11/2015
<ul style="list-style-type: none"> ■ take more effective steps to minimise the spread of infection during handwashing procedures. 	13/11/2015

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

- provide an area for children to rest and relax, according to their needs
- review children's access to toys and activities to fully support their spontaneous ideas in play
- develop further the process of self-evaluation by seeking the views of all parents, staff and children, in order to better identify and successfully address aspects for improvement.

Inspection activities

- The inspector observed the range of resources and activities on offer to children.
- The inspector observed children's interactions with staff in their play indoors.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation, including the safeguarding and complaints policies.
- The inspector held a meeting with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of staff working with children.
- The inspector discussed a joint observation with the club's manager.
- The inspector took into account the views of parents spoken to at the time of the inspection and reviewed how the club evaluates the service they provide.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management requires improvement

The qualified manager has a good understanding of her responsibilities in meeting most of the requirements of the Early Years Foundation Stage. Effective partnerships are in place with the host school. The manager has not yet introduced a key-person system. Despite this, the majority of staff who work in the club, also work within the host school. Therefore, staff know children reasonably well and are generally able to support their individual needs. However, this does not enable parents to form secure partnerships with a key person to confidently share information about children's care and play. The arrangements for safeguarding children are effective. Robust procedures are in place in the event of a child needing to be collected by someone other than their parent. Staff attend regular training, mainly within the host school. They transfer their new skills and knowledge gained to support children. For instance, they use the same new methods to help children to link letters to sounds. The manager supports staff development through her observations of staff practice, informal supervisions and staff meetings. The manager aspires to improve the quality of the club through self-evaluation. However, she does not proactively seek the views of all parents and staff.

Quality of teaching, learning and assessment requires improvement

Toys and activities are stored in large cupboards. Therefore, children are unable to freely help themselves to additional resources to develop their spontaneous imaginative ideas, as they play with a pretend doctor's kit. Staff use their experience effectively to help children make progress in their chosen activity. For example, children listen well and follow staff's instructions carefully. They make folds and apply glue to tabs to create a three-dimensional cardboard box. Staff praise them for their efforts, which motivates them to keep on trying. Children enjoy collecting a variety of different leaves on a nature walk. On returning to the club they explore the different textures and shapes of each leaf. Staff respond to children's interests and ask questions to extend children's understanding and enjoyment. Children have the freedom to play together in small groups. They take turns to position wooden bricks and explore how they can rotate them in different ways to build and balance. Fun, organised outings during school holidays help to develop children's understanding of people, families and communities beyond their own.

Personal development, behaviour and welfare require improvement

Staff help children identify potential hazards and risks, such as how to use scissors safely. Children choose from a healthy and varied range of foods. They help to prepare for mealtimes and clear away after they have eaten. Hygiene procedures are inconsistent. Children wash and dry their hands using hand dryers after using the toilet. However, when children wash their hands before eating, they dry them on a communal towel. This inconsistent practice increases the risk of cross-infection. Children foster good relationships with each other, they help each other with activities and offer their suggestions. Children have some opportunities to develop their physical skills in the adjoining outdoor area during the winter months. They use torches to explore how light can be used in different ways and play ball games. Indoors, younger children do not always have a comfortable, quiet space to relax when they become tired.

Setting details

Unique reference number	EY271511
Local authority	Hertfordshire
Inspection number	856112
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	4 - 10
Total number of places	50
Number of children on roll	17
Name of provider	Kim Dilees Parker
Date of previous inspection	27 May 2010
Telephone number	01438 219410

Happy Kids out-of-school club opened in 2003. It operates from Round Diamond Primary School in the Great Ashby area of Stevenage and is privately owned. The club employs six members of childcare staff. All of whom hold appropriate childcare qualifications at level 2 and above. The club opens from Monday to Friday, 7.30am until 8.45am and 3.30pm until 6pm, during term-time only. The club also runs during school holidays. Sessions are from 8am until 6pm. The club has secure links with the host school.

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