

Happy Faces @ Chase

Wimbledon Chase Primary School, Merton Hall Road, London, SW19 3QB



Inspection date	9 December 2015
Previous inspection date	6 November 2008

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

Summary of key findings for parents

This provision is good

- Children enjoy a variety of activities, indoors and outdoors, which entertain and encourage their social and physical skills.
- Staff establish very positive relationships with children. Children respond to their warm and caring approach, which effectively promotes children's self-esteem and emotional well-being.
- Partnerships with the school the children attend are firmly in place. Staff use effective methods to complement children's learning and development between the two settings.
- Staff ensure children are kept safe while attending the club. For example, they use robust procedures to escort children to and from the club, and to the school playing field.
- The leadership team implements appropriate recruitment and induction procedures that help ensure all staff members are suitable for their role. This helps to safeguard children.

It is not yet outstanding because:

- Staff miss opportunities to develop further their knowledge and skills to promote new and different experiences for children, as they have mainly completed compulsory training courses.
- The process of self-evaluation is not fully embedded to identify all the strengths and areas to develop.

What the setting needs to do to improve further

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

- pursue all opportunities for staff to gain further knowledge and skills to benefit children's experiences
- develop the system of self-evaluation further to identify strengths and weaknesses within the provision and include the views of staff in the process.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector held a meeting with the manager.
- The inspector sampled relevant documentation, including Disclosure and Barring Service checks and first aid certificates.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector held discussions with staff and children at appropriate times during the inspection.

Inspector

Joanne Allen

Inspection findings

Effectiveness of the leadership and management is good

The leadership team has a good understanding of their roles and responsibilities. Safeguarding is effective. Staff have appropriate skills and qualifications, and there are appropriate systems to appoint and check suitable staff. Child protection and first aid training are regularly updated to promote children's welfare. Staff know the procedures to follow should they have any concerns about a child to protect them from harm. Staff communicate well with the children to find out how they feel and how they can make improvements. For example, following feedback, staff have recently acquired more games to increase the range on offer each day. Partnership with parents is good. Parents state that they are pleased with the club and say their children enjoy attending.

Quality of teaching, learning and assessment is good

Children enjoy being at the club. They engage well in the activities on offer and particularly enjoy exploring the outdoor environment. Children engage in physical play every day, developing their skills and releasing their energy after a day at school. For example, they enjoyed taking part in a game of football and used the large apparatus to climb and balance. Staff provide opportunities for children to take part in creative and construction activities. They encourage children to solve problems, for example, staff ask children skilful questions about what they are doing and encourage them to communicate their ideas. Staff provide a range of resources for children to develop their creativity and thinking skills. Staff involvement in activities is attentive and respectful. They offer challenge and extension for children, but also know when to step back so that children can develop their independence, and lead their own play and learning.

Personal development, behaviour and welfare are good

Children arrive happily at the setting, and gain essential skills to help them in the future. For example, they play well together, showing respect and kindness. Staff have close relationships with children. They enjoy each other's company, having fun together and sharing experiences. Children have a thorough understanding of the rules and expectations of the club. They behave well; for example, they stay within the boundaries of the play areas, both indoors and outdoors. Staff offer praise and encouragement for children's efforts to boost their self-esteem and confidence. Staff support children's health and well-being, for example, encouraging children to talk about healthy food and drink choices at mealtimes.

Setting details

Unique reference number	EY240775
Local authority	Merton
Inspection number	847018
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	32
Number of children on roll	41
Name of provider	Karen Jane Reddy
Date of previous inspection	6 November 2008
Telephone number	07561292516

Happy Faces @ Chase out of school club was registered in 2002. The club employs 10 members of staff, five of whom hold appropriate early years qualifications at level 3 and one at level 2. The club opens Monday to Friday from 3pm to 6pm, term time only.

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