

# Happy Faces @ Pelham

Pelham Primary School, Southey Road, London, SW19 1NU



**Inspection date** 17 May 2016  
Previous inspection date 16 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff help children successfully learn the skills they need for their future development in close partnership with the school they attend. Children behave well, manage tasks for themselves and develop good self-confidence.
- Children show their enthusiasm and enjoyment throughout the sessions. They share lots of laughter, build friendships and are keen to tell visitors about their group.
- Staff maintain safe and secure play areas for children. They provide ongoing guidance to help children learn how to keep themselves safe from harm.
- Staff receive regular development meetings with management to ensure that they understand their roles and responsibilities and to update their skills. For example, they have developed a consistent approach to promoting positive attitudes and to helping children learn to include one another.

### It is not yet outstanding because:

- Staff do not always organise tea time effectively. Some children finish quickly and lose interest while they wait for outdoor playtime.
- While management and staff reflect on and evaluate some aspects of the provision to identify weaknesses, they do not successfully include the views of parents to make further improvements.

## What the setting needs to do to improve further

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

- develop the organisation of tea time to keep all children interested and active
- develop self-evaluation to monitor all aspects of the provision and include the views of parents more effectively.

### Inspection activities

- The inspector observed activities and care of children in the playroom and outdoor play area.
- The inspector sampled children's records and documentation.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the Early Years Foundation Stage.
- The inspector took account of the views of parents.

### Inspector

Bridget Copson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a good understanding of the requirements of the Early Years Foundation Stage and their roles and responsibilities to promote children's welfare. This includes how to respond in the event of a concern about a child. The manager provides ongoing feedback to staff throughout the sessions to help them develop their good skills and interaction with children. Management and staff have addressed the weaknesses from the previous inspection successfully. For example, staff have improved the guidance to help children develop good hand washing routines. Management has updated the behaviour management policies to inform parents and staff more effectively to ensure children's behaviour is managed consistently and well.

### Quality of teaching, learning and assessment is good

Staff provide a good range of fun activities for children to choose freely for themselves. They plan additional activities to promote specific themes and aspects of learning for children. For example, children contribute to making fish pictures for a display entitled 'we are all different in the school but swim together' to help children learn to value and include one another. Staff involve themselves well in children's play to extend their ideas, such as creating football games and helping them to complete puzzles. Staff help children to gain the skills they need for their future learning, such as developing good communication and language skills. For example, they instigate discussions about children's home and school news and talk to children about what they are doing in their play. They encourage children's independence, for example, by encouraging them to tidy up after themselves.

### Personal development, behaviour and welfare are good

Children arrive happy, excited and settle in quickly. They understand the routines and move around the play areas confidently, happy to choose toys for themselves. Staff provide new children with a buddy to help them settle in and feel secure. Staff know the children well and, overall, support their interests and preferences. They provide children with lots of outdoor play time to promote their physical development and health. For example, most children choose to play outside where they run freely, play ball and team games, use the large activity apparatus and explore the natural environment. Children instigate their own ideas. For example, they find chalks and engage for long periods making drawings on the tarmac. They welcome others who ask to join in and work together to make bigger drawings, which they are keen to describe to staff.

## Setting details

<b>Unique reference number</b>	EY318997
<b>Local authority</b>	Merton
<b>Inspection number</b>	834557
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Karen Jane Reddy
<b>Registered person unique reference number</b>	RP512688
<b>Date of previous inspection</b>	16 May 2012
<b>Telephone number</b>	07962883896

Happy Faces @ Pelham registered in 2006. It is located in Wimbledon in the London Borough of Merton. The group is open during term time only from 3pm to 6pm. The owner holds early years qualifications at level 3. She employs five staff, of whom two hold early years qualifications at level 3.

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