

Happy Families @ St Gregory's Primary School

Park Road, SMETHWICK, West Midlands, B67 5HX



Inspection date	19 May 2016
Previous inspection date	15 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The club places a strong focus on promoting healthy lifestyles. Children enjoy the opportunities they have to practise their physical skills, both indoors and outside in the school grounds. Their opinions are valued when staff plan the healthy snack menu. This helps children to make positive choices that enhance their health and self-care skills as part of a sociable experience.
- The staff team is led and managed well. The provider has developed a successful system of recruitment, induction, appraisal, supervision and training for all staff which ensures their continued suitability and professional development.
- Staffing arrangements support the key-person system successfully. Children form warm and trusting relationships with familiar adults and make friends with each other. They display a strong sense of belonging. This reinforces their self-confidence and emotional well-being.
- The manager has a good knowledge of how young children learn. Activities are well planned. She takes account of children's interests, what she knows about children's play from observations, and information that staff in the host school share with her. This helps to engage and motivate children to join in with activities and play with their friends.

It is not yet outstanding because:

- Not all staff are as skilled in their interactions with children. This means that as they play together, the support some staff offer is not at the most challenging level possible.

What the setting needs to do to improve further

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

- help all staff to engage more in children's play so they can support children more effectively and make a more significant contribution towards the progress children make in their development.

Inspection activities

- The inspector conducted a joint observation with the provider.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the provider and the manager of the setting. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a selection of policies and procedures, including safeguarding, evidence of planning for activities, and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and in documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and evidence of self-evaluation.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The experienced provider is familiar with local safeguarding procedures and has developed robust policies and procedures. She is vigilant in ensuring these are understood by staff and implemented effectively. There are systems in place to ensure that all staff regularly attend safeguarding training. Staff are alert to the signs that may indicate that a child is at risk of abuse. They are aware of the club's procedures to ensure that children are fully safeguarded. The provider uses self-evaluation to reflect on the club's practice. She regularly reflects on feedback from parents and staff in the host school to maintain high standards. Written risk assessments are used to identify potential hazards to children. Staff make daily checks to ensure good steps are taken to remove or minimise any potential risks.

Quality of teaching, learning and assessment is good

Staff work closely with parents. They take time to find out information from parents to support children's individual needs. This means that all children, in particular those who speak English as an additional language, benefit from continuity in their care, learning and development. There are good systems in place for children to choose from a wide range of activities and experiences. Staff take all reasonable steps to find out about children's current focus in their learning at school. This helps staff build on children's individual needs. They help to develop children's play and ideas and expand their communication and language skills. Children concentrate for long periods of time as they play with small-world figures. Staff play alongside, helping children to develop their stories. This promotes children's creativity and imagination. Children play with dough. They are keen to develop their ideas further and solve problems. Staff sit with them and talk to them about their ideas. Children experiment with pattern as they make fruit kebabs. However, opportunities to help children consolidate their mathematical skills and understanding of healthy diets are overlooked by some staff. Overall, children continue to develop the skills they need to complement their learning at school and for the future.

Personal development, behaviour and welfare are good

Children enjoy their time at the club. They behave well and play cooperatively. Staff are good role models. There are clear boundaries and expectations that encourage good behaviour. These result in an environment where children's personal, social and emotional development are strongly supported. Children can join in with group activities and play with their friends, or simply relax at the end of their school day. Staff generally interact well with children and offer lots of praise and encouragement for their efforts. They encourage children to share and pass equipment to each other as they make independent choices about what they play with. Children talk to others in a calm, polite and respectful manner. Older children are kind and supportive as they chat to younger children about eating their snack. Staff actively get involved with children's play. This helps children stay engaged and interested in the activities. Children learn about keeping their bodies fit and healthy. They practise and test their physical skills with good support from staff.

Setting details

Unique reference number	EY358870
Local authority	Sandwell
Inspection number	849574
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 - 11
Total number of places	48
Number of children on roll	61
Name of registered person	Happy Families Child Care Limited
Registered person unique reference number	RP905976
Date of previous inspection	15 March 2012
Telephone number	0121 5501494

Happy Families @ St Gregory's Primary School was registered in 2007. It is one of a number of groups run by Happy Families Child Care Limited. It operates from a primary school in Smethwick, West Midlands. The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The club opens from Monday to Friday during term time only. Sessions are from 7.45am to 9am and 3.15pm to 6pm. They support a number of children who speak English as an additional language.

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