

# Happy Club Limited

Holden Clough Primary School, St. Albans Avenue, Ashton-under-Lyne, Lancashire,  
OL6 8XN



## Inspection date

Previous inspection date

22 July 2016

9 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 manager's strong and determined leadership has led to many improvements since the last inspection. She leads her staff team well and sets challenging targets to ensure quality and standards are continually improved across the club.
- A strong moral purpose underpins the work of staff. Staff reinforce the club's core values to children, such as mutual respect, tolerance and acceptance. Children are well-rounded individuals who are prepared well for life.
- Children arrive at the club with great enthusiasm and are eager to share their daily experiences from school with staff. They play very well together across the differing age groups and older children are positive role models for younger children.
- Children's personal, social and emotional development are at the heart of the club's ethos. Staff spend time getting to know children during the settling-in period and liaise exceptionally well with class teachers and parents. Partnership working is strong and effective links are in place with the headteacher and local authority advisory team.
- Staff are well qualified and experienced. They provide a range of challenging experiences and activities that is aimed at children's interests and their differing abilities. This helps to support children's confidence and self-esteem.

### It is not yet outstanding because:

- Staff do not regularly extend opportunities for children to develop a positive awareness and understanding of people, families and communities beyond their own experiences.
- The manager does not provide the best possible opportunities for staff to engage in professional development activities that will raise the good quality of practice to an outstanding level.

## What the setting needs to do to improve further

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

- extend opportunities for children to develop a positive awareness of similarities and differences in people and communities around them
- provide more opportunities for staff to engage in professional development activities and develop their good practice to an outstanding level.

### Inspection activities

- The inspector toured the premises accessed by children and staff.
- The inspector took account of the views of parents, children and staff on the day of the inspection.
- The inspector held meetings with the manager throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.

### Inspector

Luke Thomas Heaney

## Inspection findings

### Effectiveness of the leadership and management is good

The manager's vision and uncompromising attitude to bring about change and drive improvement forward permeates throughout the club. She has developed a culture in which children and staff want to achieve the best at all times. She aspires to be outstanding and is an advocate for playwork. The arrangements for safeguarding are effective. All staff have a secure knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well and understand the correct steps to take should they become concerned about the conduct of a colleague. Robust recruitment procedures are in place and all staff are suitable to work with children. The manager has a secure knowledge of the requirements of the early years foundation stage. Staff receive perceptive support and guidance during supervision and appraisal meetings. Challenging targets are set and are regularly reviewed by the manager. Self-evaluation is strong. Improvement plans are sharply focused and include the views of parents, children and staff. Children who have special educational needs or a disability are supported well. Robust intervention plans are in place and regular meetings are held with a variety of professionals.

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

Staff use their expert knowledge of child development to plan a wide range of interesting and challenging play programmes. Children become engrossed in activities and show pride in their achievements as they eagerly show adults what they have done. They excitedly search for living things outdoors and intricately design and make cakes from dough. They show increasing skill and coordination as they jump, hop and skip. They work exceptionally well together to solve simple mathematical problems and show great determination while completing jigsaw puzzles. Staff support children's imagination skills very well. They help them enact roles of superheroes and ask them challenging questions during their play. Staff provide plenty of opportunities for children to practise their early reading and writing skills. Children decode simple words and write for different purposes, which prepares them well for their next steps in learning.

### Personal development, behaviour and welfare are good

Staff provide a friendly, welcoming and highly stimulating play environment where children feel valued, safe and respected. Care practices are good across the club and staff know children well. Children have developed secure friendships and show genuine care and affection for one another. The key-person system is highly effective and successfully supports children's physical and emotional well-being. Children take pride in their play environment and are keen to show visitors their creative work. Children move freely between the indoor and outdoor environments and have plenty of opportunities to be physically active. Staff provide children with wholesome, healthy and nutritious foods. Children gain good independence skills and discuss safety precautions while playing outdoors. For example, they remind one another not to run too fast while playing ring games. Staff are deployed well across the club and supervise children with great vigilance. Children's behaviour is good. Staff provide children with clear, consistent and age-appropriate behavioural expectations.

## Setting details

<b>Unique reference number</b>	312337
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1041021
<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>	3 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Happy Club Limited
<b>Registered person unique reference number</b>	RP524623
<b>Date of previous inspection</b>	9 November 2012
<b>Telephone number</b>	0161 330 5248

Happy Club Limited was registered in 1991. The club employs six members of childcare staff. Of these, all six hold appropriate early years qualifications at level 2 or above. The club opens from Monday to Friday, 8am until 9am and 3.10pm until 5.30pm, during term time. The club supports children who have special educational needs or a disability.

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.

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