

Happy Hours @ Penkhull

The Willows Primary School, Greatbatch Avenue, Penkhull, STOKE-ON-TRENT, ST4 7JY



Inspection date

Previous inspection date

26 July 2016

28 January 2013

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 has worked hard and has brought about a marked improvement in the overall quality of the club. She has developed two-way partnerships with the children's teachers in order to share information about children's individual learning needs. The activities planned effectively complement children's learning in school.
- One of the partners of the club regularly models her good teaching practice and inspires staff with the effective communication she uses with children. She skilfully oversees the quality of the interactions between the staff and children. Staff use a range of successful teaching strategies that ensures children are enthusiastic, engaged and motivated in their play.
- Children's understanding of the natural world is promoted well. Children experience exciting regular hands-on learning in a woodland environment, where they explore, investigate and use a wide range of tools. Children have good opportunities to experience challenge and manage risks for themselves.
- Staff build effective relationships with children by giving them verbal reassurance, smiles and praise and by playing alongside them as they try out something new. This helps children to form secure emotional attachments and promotes their sense of security and belonging within the club.

It is not yet outstanding because:

- Staff do not always organise the layout of the room well enough so that all children can easily access the resources available and fully engage in their play.
- There are not enough opportunities for children to gain an awareness of how they differ from, or are similar to, other people.

What the setting needs to do to improve further

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

- provide even more opportunities for children to make independent choices from the range of resources available
- provide children with more opportunities to build on their respect for, and understanding of, racial and cultural diversity in the local community and multicultural Britain.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at the observations staff undertake on children and the planning documentation.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the organisation's operations manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the club.
- The inspector took account of the views of children spoken to on the day and from information included in the setting's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive, up-to-date safeguarding policy. Staff are aware of the procedure they must follow if they have any concerns that a child is suffering from abuse. Risk assessments are robust and make sure children are kept safe and well throughout the session. Partnerships with parents, children, schools and the local authority advisers are good. This helps staff to identify accurate targets for driving forward ongoing improvements to make sure that all children are provided with challenge and support. Staff receive regular, individual support meetings where they can seek advice and discuss their future training requirements. One of the partners of the club has attended training on how to provide an educational approach to play and learning in a woodland environment. She has the knowledge, skills and confidence to run effective and safe sessions for children during their play outside.

Quality of teaching, learning and assessment is good

Staff make sure the activities provided incorporate children's likes and interests. Staff understand and use a wide range of teaching strategies that successfully develops the vital skills children need for school. Children enjoy creative activities with paint and colouring pens. During this activity, staff use commentary to extend children's understanding and use questions that challenge them to think. Children spend all day in the woodland environment outside. They develop their strong 'can do' attitude because staff use meaningful praise and encourage their exploration and investigations. They learn how to cut small slices from a stick, so that it is appropriately shaped to push a marshmallow onto it ready to toast in the fire. Staff model and describe how to do this safely, helping children to keep themselves out of harm at all times. Children are engaged and sit around the camp fire listening intently. Children who speak English as an additional language are well supported by a highly effective key-person system. They have individual support to encourage their communication and social development.

Personal development, behaviour and welfare are good

Staff make sure all children are aware of the rules in place to keep them safe in the woods. Staff clearly explain the hide and seek game they are going to play. All children hide while a staff member closes her eyes and counts to 20. All children squeal and run excitedly across the field. They climb over fallen trees and lift old car tyres as they try to find a good hiding place. The staff member finds each child and they join together to find the other children. Children enjoy team games where they work together. Children laugh, cheer and shout as they plan how they are going to stand or shuffle to the finishing line, without anyone stepping off the tarpaulin sheet. These types of team-building activities are fun, constructive ways to help children get to know each other, build trust and learn to work together. Children have lots of time and space to enjoy energetic play in the school hall. They balance and climb on the fixed gym apparatus. Staff promote children's positive behaviour well. This includes the use of effective strategies and positive role modelling to encourage good behaviour. Meals and snacks provided for the children are nutritious and well balanced.

Setting details

Unique reference number	EY453849
Local authority	Stoke on Trent
Inspection number	1041619
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 - 12
Total number of places	60
Number of children on roll	94
Name of registered person	Happy Hours Partnership
Registered person unique reference number	RP909928
Date of previous inspection	28 January 2013
Telephone number	07970669138

Happy Hours @ Penkhull was registered in 2012 and is one of five settings managed by a partnership. It is situated in The Willows Primary School in Penkhull. One of the partners of the organisation holds early years professional status. The club employs six members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday all year round. Sessions are from 7.30am until 9am and 2.45pm until 6pm during term time, and from 7.30am until 6pm during school holidays.

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