

Marshland Happy Days

Marshland Primary School, Marshland Road, Moorends, DONCASTER, South
Yorkshire, DN8 4SB



Inspection date	22 January 2018
Previous inspection date	31 January 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The continuity of children's care and learning is not effectively promoted as positive partnerships are not consistently in place with schools and parents.
- Younger children have not been assigned to a designated key person, to help ensure that their care is tailored to their individual needs.
- The procedures used for staff supervision and monitoring staff practice are not yet focused fully on raising the quality of their practice to an even higher level.
- Self-evaluation is not robust enough and management do not identify all areas in need of improvement.

It has the following strengths

- Children behave well and staff are consistent in praising positive behaviour. They encourage children to share and take turns. Children learn to mix with peers from other schools, enhancing their social development.
- Children are confident in choosing activities and are keen to participate in physical play in the outdoor environment. For example, they play football and basketball.
- A range of policies and procedures is implemented which helps to ensure a safe and secure environment for the children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve communication with parents and teachers of the local schools, to share information that supports the planning of activities and complements children's learning and development	19/02/2018
■ ensure all children within the early years age range are assigned to a key person.	05/02/2018

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

- make better use of supervision and performance management to support staff to achieve to the highest level through a highly focused programme of professional development
- develop effective systems for self-evaluation and the identification of strengths and weaknesses, and put plans in place to swiftly and continually improve provision.

Inspection activities

- The inspector held a meeting with the deputy manager. She spoke with the manager, staff and children at appropriate times during the inspection. She completed a joint observation with the manager.
- The inspector spoke to parents to seek their views and comments.
- The inspector discussed the club's method for self-evaluation and the impact this has on the setting.
- The inspector viewed documentation; for example, first-aid certificates, public liability insurance, policies and procedures and the suitability checks of staff.
- The inspector viewed all areas of the premises used by the children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.

Inspector
Kerry Holder

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have attended relevant training and know the procedures to follow if they have any concerns about children in their care. Children are cared for in a safe and secure environment. Staff check all areas inside and outside before each session to ensure any potential hazards are minimised or removed. Staff complete regular fire drills to help children learn what the procedure would be in the event of a fire. Staff are deployed appropriately within the setting to help maintain children's safety and well-being. However, systems to monitor staff's performance are not effective enough to make sure weaknesses in practice are readily identified and that staff receive the support they need to develop their skills. The manager has started to evaluate the setting; however, self-evaluation is in the early stages and does not yet fully identify priorities for improvement. Nevertheless, staff work well together and, overall, the sessions run smoothly, reducing any impact on children's well-being.

Quality of teaching, learning and assessment requires improvement

Well-qualified staff generally interact well with children. This helps to motivate children in their play. However, partnerships with parents and the schools that children attend are not well established. Staff do not effectively plan activities that provide complementary learning opportunities to support children's development in school or at home. Older children are supportive of the younger children, ensuring they are fully included in their games. Children enjoy being imaginative and staff engage children in conversations and purposeful discussions about what they are doing. Children have suitable opportunities to play with a selection of different materials, such as coloured pens, to help develop their early writing skills. This helps to prepare them for future learning at school.

Personal development, behaviour and welfare require improvement

Children have access to a good range of safe and age-appropriate resources. Staff build good relationships with children. However, there is no key-person system in place, which is a breach of requirements. This affects children's ability to settle quickly and benefit from early supportive relationships with staff. Nonetheless, children appear happy and display good levels of confidence. Children are given choices about what they would like to do and can play indoors or outside. Their general independence skills are supported well. Children know the routines of putting their coats and bags away. Mealtimes are sociable occasions where children serve themselves from a choice of healthy foods, such as a cooked meal or sandwiches. Children are aware of the importance of staying safe. They understand which areas of the setting they are allowed access to.

Setting details

Unique reference number	EY448256
Local authority	Doncaster
Inspection number	1065967
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	3 - 12
Total number of places	48
Number of children on roll	20
Name of registered person	Marshland Happy Days
Registered person unique reference number	RP531682
Date of previous inspection	31 January 2013
Telephone number	07432 482737

Marshland Happy Days was registered in 2012. The club employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The club opens Monday to Friday during term time, from 7am to 9am and from 3pm to 6pm. The club also opens during school holidays from 8am to 6pm. The club closes for a week at Christmas and one week during the school summer holidays.

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