

# Happy Faces @ Chase

Wimbledon Chase Primary School, Merton Hall Road, London, SW19 3QB



## Inspection date

17 April 2018

Previous inspection date

9 December 2015

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 provider does not ensure that staff keep their knowledge as up to date as possible, including those in key roles. She does not provide enough support or coaching to ensure that all staff are fully skilled at interacting with children.
- Children in the early years age range are not assigned a key person to work with them, as required.
- Communication with parents and with the school is not fully effective. Information about children's interests or developmental needs is not consistently shared.

### It has the following strengths

- Children enjoy using the large outdoor space. They are given frequent opportunities to exercise and play in the fresh air. This helps their development of good health and physical well-being.
- Staff support children to understand how to look after themselves and stay safe. For example, children put on high-visibility jackets and stay within the boundaries set by staff when they play outdoors.
- Children of all ages play together and behave well. They develop good relationships with staff and each other.
- Staff provide healthy snacks that reflect children's dietary needs.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ provide staff with opportunities to develop and update their knowledge and skills, with particular regard to the lead practitioner for safeguarding</li> </ul>	18/05/2018
<ul style="list-style-type: none"> <li>■ provide effective supervision, coaching and support for staff to ensure they raise the quality of interaction and support children to engage in activities</li> </ul>	18/05/2018
<ul style="list-style-type: none"> <li>■ ensure that every child in the early years age range is assigned a key person, in order to tailor each child's care to meet their individual needs, offer a settled relationship and build a relationship with their parents</li> </ul>	18/05/2018

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

- gather wider information about children from parents and the school so that children's needs and interests are better reflected in the activities provided.

### Inspection activities

- The inspector offered the manager the opportunity to jointly observe and discuss an activity.
- The inspector assessed the quality of interactions between staff and children, and the impact of these on children's enjoyment and development.
- The inspector reviewed documents, including children's records, documentation relating to staff, and policies and procedures.
- Discussions were held with staff and children at appropriate times.
- The inspector considered the views of parents during the inspection visit.

### Inspector

Kareen Anne Jacobs

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. The manager and staff know how to identify risks to children. Staff know what they should do if they have concerns about children's welfare. The manager is the lead practitioner for safeguarding. She understands her role and responsibilities overall, but has not completed up-to-date safeguarding training. However, this does not have a significant impact on children's welfare as the manager has good systems in place to access safeguarding advice and support. Supervision is not fully effective in providing feedback to staff about how they could further develop their professional practice or personal effectiveness. Communication with the school does not lead to a consistent two-way flow of information being shared. This limits the level of knowledge gained about what children experience during the school day. The manager includes the views of staff and children when considering how to make improvements. For example, torches have been purchased to use outdoors during evening activities at children's request.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not plan activities that consistently engage younger children. They do not fully support children who need encouragement to take part in activities and sometimes overlook younger children for long periods. Some younger children enjoy boisterous play with their older peers. Children develop their small hand muscles and use their imaginations, such as when they build using small interlocking bricks. Staff provide opportunities for children to draw and write collaboratively on whiteboards. This helps them to develop their literacy skills and contributes to their social development. Staff provide resources that help children to develop their physical skills. For example, children enjoy playing football.

### **Personal development, behaviour and welfare require improvement**

There is no key-person system in place to fully promote children's well-being. However, staff implement a range of procedures to promote the good health, safety and well-being of children. For example, they maintain accurate records of children's accidents and share information with parents. Children behave well. They demonstrate that they respect each other's opinions and have learned how to take turns, for example, during team games. Children develop good manners and independence as they sit and eat with their friends and clear away after snack.

## Setting details

<b>Unique reference number</b>	EY240775
<b>Local authority</b>	Merton
<b>Inspection number</b>	1128594
<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 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Karen Jane Reddy
<b>Registered person unique reference number</b>	RP512688
<b>Date of previous inspection</b>	9 December 2015
<b>Telephone number</b>	07561292516

Happy Faces @ Chase out of school club registered in 2002. The club employs eight members of childcare staff. The manager holds a qualification at level 3 and two staff members hold qualifications at level 2. The club opens from Monday to Friday during term time. Sessions are from 3pm to 6pm.

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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