

Hobbayne Busy Kids

Hobbayne Primary School, Greenford Avenue, Hanwell, London, W7 1HA



Inspection date	21 June 2018
Previous inspection date	3 October 2014

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

- Relationships between staff and children are positive. Children settle well into activities, make friends and play together harmoniously. Children have good attitudes to learning and behave well.
- Staff know children remarkably well and support their learning effectively. They work well with parents and school teachers to ensure good progression and continuity of care and learning. Staff help prepare children well for the next stage of their learning.
- Children have access to superb opportunities to support their physical development. For example, they create their own games, jump and skip happily.
- Staff support children's awareness of safety well. For instance, children take part in fire practices to leave the building calmly in an emergency.
- Managers offer ongoing support and training for all staff. They observe staff regularly and assess their practice to ensure they continually support children's care and meet their learning needs effectively.

It is not yet outstanding because:

- Children do not always have enough experiences to broaden their understanding of the world around them, particularly in relation to different people and their communities.
- At times, staff miss opportunities to help children manage tasks for themselves so that they become even more independent in their learning.

What the setting needs to do to improve further

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

- increase the range of activities and resources to further broaden children's understanding of the different people and cultures around them
- encourage children to consistently manage tasks for themselves so that they become more independent in their learning.

Inspection activities

- The inspector observed activities in all parts of the setting, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records and the setting's policies and procedures, including those relating to the suitability of staff.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider undertakes vetting checks on all staff to ensure that they are suitable to work with children. Staff have a good knowledge of safeguarding practices and know what to do if they have any welfare concerns. They make good use of training opportunities to increase their knowledge and skills and to benefit children's learning. For example, they interact well with children and help them express their feelings freely. Managers act on the views and comments of staff, parents, children and school staff to improve their service. Parents speak of the good care and the reliable service they receive from the attentive staff team. Children love to come to the after-school club.

Quality of teaching, learning and assessment is good

Staff use observations of children in their play and information from children's parents and teachers, to plan engaging activities to meet children's needs and interests. They introduce children to new experiences and show them how to use tools safely. Children have fun at the club and use their imagination well. For example, they enjoy dressing up activities and like to initiate roles during play. They create colourful collage pictures of butterflies, decorate them beautifully with sequins and glitter and talk about the life cycle of a butterfly. They build models purposefully and keenly offer advice to their friends on how they can improve their work. Children enjoy songs and like to share a book with a friend. They listen attentively and respond well to instructions. Staff talk to parents and share information about children's learning with them.

Personal development, behaviour and welfare are good

Staff are caring and support children's social and emotional skills to good effect. They explain their behaviour procedures to children so that they know what is expected. Children are pleasant and sociable. They learn to share resources fairly, take turns and respect the views of others. Staff help children adopt healthy eating habits. For example, children enjoy healthy snacks and know they need to drink water to keep hydrated. They develop a good understanding of the importance of personal hygiene. Staff check the premises and resources regularly to help children remain safe.

Setting details

Unique reference number	EY357170
Local authority	Ealing
Inspection number	1070894
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 - 8
Total number of places	40
Number of children on roll	21
Name of registered person	Hobbayne Busy Kids Partnership
Registered person unique reference number	RP904172
Date of previous inspection	3 October 2014
Telephone number	00799853339

Hobbayne Busy Kids registered in 2007. The club opens Monday to Friday during term time. Sessions are from 3.15pm until 5.45pm. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or 3.

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