

Happy Days Breakfast and After School Club

Sedgehill Community Centre, 69-85 Sedgehill Road, London SE6 3QN



Inspection date

11 September 2018

Previous inspection date

4 October 2017

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

Summary of key findings for parents

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

- Some staff do not consistently implement the setting's policies and procedures effectively, such as checking all areas of the premises before children arrive. However, this does not have a significant impact on children's safety as staff supervise them effectively at all times when they are at the club.
- Staff do not always provide children with healthy and nutritious snacks to help them learn about healthy food options.
- The provider and the manager do not evaluate the setting well enough to identify all weaknesses and target areas for improvement.

It has the following strengths

- The provider and the staff team are passionate about their work and have a strong commitment to improving the service offered. They have successfully addressed the previous actions since their last inspection.
- Staff are kind and caring and create a welcoming environment for children. They make sure children have access to activities and resources when they arrive and the opportunity to talk about their day at school. Staff know children well and form positive relationships with them.
- Staff demonstrate a good understanding of how children learn. They observe children to ensure that they know and can support their individual needs, taking notice of their interests and preferences. Children have fun, and enjoy the social aspects of the club.
- Staff have friendly relationships with parents and beneficial links with the school. They work to balance children's experiences elsewhere, and offer a consistent approach.

What the setting needs to do to improve further

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

	Due date
make sure staff always implement the setting's policies and procedures effectively	31/10/2018
ensure that children are provided with healthy and balanced snacks and learn about making healthy food choices.	31/10/2018

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

- improve self evaluation to identify all weaknesses to the practice and provision.

Inspection activities

- The inspector viewed all areas of the club accessed by children.
- The inspector observed play and learning opportunities for children and evaluated the impact these have on children.
- The inspector held a meeting with the provider and looked at and discussed a range of documents, including staff suitability checks and policies and procedures.
- The inspector talked with staff, children and parents on the day of inspection and took account of their views.

Inspector
Anja Eribake

Inspection findings

Effectiveness of leadership and management requires improvement

The provider and manager hold regular supervision meetings with staff, however, they do not always make sure that staff implement all the policies and procedures effectively. For instance, they do not closely monitor whether staff have checked all the areas of the premises before children arrive. Nevertheless, staff supervise children carefully and make sure they do not access areas that are not appropriate. All staff receive safeguarding training during their induction and know what to do if they have a concern about a child's safety and well-being. Staff know the signs that could indicate child protection issues as well as who they need to report these to. This helps ensure children's welfare. Safeguarding is effective. Parents are happy with the provision. They comment about how much their children enjoy their time at the club, as well as the friendships their children develop. Staff receive training opportunities to help improve their practice. For example, they have researched how to provide activities of greater interest to children. This also shows how passionate they are about what they do. There are good and effective partnerships in place with the schools children attend, to help provide continuity in care.

Quality of teaching, learning and assessment is good

Staff know children very well and plan activities and resources that are age appropriate and of interest to them. They involve children in the planning and take their interests and ideas on board. Staff are liaising with parents regularly to ensure that they provide the care the children need, especially those who have special educational needs and/or disabilities. This results in all children being engaged in activities and enjoying their time at the club. For example, children enjoy physical activities in the hall where they have to try and catch the ball to hinder their opponent to hit the bottles. This helps children develop targeting and coordination skills, and helps them to learn about following instruction. Children learn about shapes, space and colour when engaging in activities where they design and create pictures. For example, when using the 'hammer and nail game' or colouring in. Children enjoy a variety of activities at the club, such as playing pool and chess as well as making music.

Personal development, behaviour and welfare require improvement

Staff do not promote children's healthy lifestyles effectively. They do not always provide children with healthy and nutritious snacks and help children to learn about healthy food options. The setting's tuck shop only offers sweets and no healthy treats. However, all staff build effective and secure relationships with the children and help them to settle at the club effectively. Children are familiar with the club's environment, including the rules, such as areas to use mobile phones. Staff help to ensure children's positive behaviour is promoted. They are good role models and provide children with opportunities to discuss their feelings and to express themselves. Consequently, children are well behaved, play respectfully together and learn about team spirit and turn taking. Children's independence is supported, they put their belongings away in the designated areas when they arrive at the club.

Setting details

Unique reference number	EY311291
Local authority	Lewisham
Inspection number	10077435
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 0
Total number of places	45
Number of children on roll	40
Name of registered person	Happy Days After School Club Limited
Registered person unique reference number	RP525717
Date of previous inspection	4 October 2017
Telephone number	0208 4613510

Happy Days Breakfast and After School Club registered in 1995. The setting operates from Sedgemoor Road Community Centre in Beckenham. The after-school club is open on Monday to Friday, from 3.30pm until 6.30pm, term time only. A holiday playscheme operates from 7.30am until 6.30pm during most school holidays, except for the last two weeks of the summer and over Christmas. Seven staff are employed. Of these, four hold appropriate early years qualifications at level 3 and three at level 2.

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