

# Happy Faces @ Chase

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



<b>Inspection date</b>	12 February 2019
Previous inspection date	17 April 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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 provider is committed to providing high-quality after school care for children. She acts quickly on suggestions to make improvements to the service. For example, she has recently introduced a daily communication board.
- Staff have formed good partnerships with parents and the school. Information about children's learning and care needs are shared regularly. This ensures consistent care for children.
- The staff team work well together to create a welcoming home-from-home environment. They are good role models and sensitively encourage children to follow club rules. Children behave well, play cooperatively, are kind and show respect for one another.
- Parents speak highly of the quality of service provided by staff. They say that they feel confident that their children are happy and safe while at the club.
- Children develop close and trusting relationships with staff, which supports their emotional needs well.
- At times, the cosy area is not organised well enough to provide children with a quiet and peaceful place in which to rest and relax.
- Some practices, such as food preparation and the storage of information, are not consistently in line with current legislation.

## What the setting needs to do to improve further

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

- review the organisation of quiet areas, so that children benefit from a peaceful area to rest and relax in
- ensure that all practices, policies and procedures are in line with current guidance and legislation.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed children playing indoors.
- The inspector spoke to parents and took account of their views.
- The inspector held a meeting with the registered person and manager and looked at records and documentation, including the evidence of the suitability of staff.
- The inspector spoke with children and staff during the inspection.

### Inspector

Louise Drewett

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection issues. They know what procedures to follow if they have concerns about the welfare of a child. Staff have established good systems to closely monitor children's attendance and they record information about extra-curricular clubs, absences and early school collections. Robust recruitment procedures are in place to ensure that staff are suitable to work with children. Since the last inspection, the provider has strengthened systems to monitor staff performance and uses regular supervision meetings to identify future training needs. The provider has used self-evaluation to identify ways in which the service can be improved. She takes into account the views of staff, children and parents when creating plans for improvement.

### Quality of teaching, learning and assessment is good

Children are happy, thoroughly enjoy their time at the club and show reluctance to leave at the end of the session. Staff consistently use their good communication skills to engage in meaningful conversations with children. For example, they listen intently and ask open ended questions about the children's day at school. Staff know the children well and plan a range of activities that they know they will enjoy. Children show high levels of engagement as they enthusiastically knead, roll and mould play dough. Older children include younger children as they create Valentine's Day cards for their loved ones. They show pride in their creations and enjoy praise from staff.

### Personal development, behaviour and welfare are good

The club is well organised, friendly and inviting. Children say they enjoy their time there and are excited to attend. Staff have made secure bonds with children through an effective key-person approach. Children enter the club, settle quickly into the routine and enjoy the freedom of making choices in their play. Staff carefully supervise children and help them to understand safety rules, such as areas where they can play safely. Staff help to promote children's good health. They provide a range of nutritious snacks and children follow good hygiene practices. For example, they know they must wash their hands before meals. Children are provided with plenty of opportunities to be active as they play football outdoors.

## Setting details

<b>Unique reference number</b>	EY240775
<b>Local authority</b>	Merton
<b>Inspection number</b>	10079734
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	64
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Reddy, Karen Jane
<b>Registered person unique reference number</b>	RP512688
<b>Date of previous inspection</b>	17 April 2018
<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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