

Marshland Happy Days

King Edward Primary School, King Edward Road, Thorne, Doncaster,
Yorkshire DN8 4BY



Inspection date	3 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
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

- Self-evaluation is accurate and effective. The manager targets areas for further development, such as cosy areas for children to rest and relax if they wish to. Children enjoy their time at the club.
- Staff have well-organised collection procedures from all schools that children attend. These help to keep children safe. Children know the routine well and go to staff on arrival to sign into the club.
- Staff build positive working partnerships with parents. They gather important information about children's likes and dislikes, which helps to ensure that children settle quickly in the club. Parents say that their children are happy in the club.
- Children are aware of the importance of good hygiene and wash their hands before eating food. Staff provide a healthy selection of hot and cold snacks, and children choose freely from the array of food on offer. Staff cleverly use mathematical language as they support young children to cut their sandwiches into squares.
- Children behave very well and use good manners. They interact positively and show thoughtfulness towards their friends. For example, older children make sure that young children are sitting comfortably at the table before they begin their creative activities.
- The manager does not make the best use of professional development opportunities to evaluate staff performance and focus on raising the quality of practice to a higher level.
- Staff do not fully complement children's experiences and learning in school.
- Staff do not consistently ensure that children have rich opportunities to represent and develop their own ideas during creative play.

What the setting needs to do to improve further

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

- strengthen professional development opportunities for staff to focus even more on raising the quality of their interactions to a higher level
- extend partnerships with schools to help staff to fully support and complement children's experiences and learning
- enhance opportunities for children to explore their own ideas, thoughts and feelings during creative play.

Inspection activities

- The inspector discussed the quality of interactions during activities indoors and outdoors with the manager.
- The inspector observed activities in the main playroom and the outdoor area.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the club manager. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jane Tucker

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have good knowledge of the possible signs and symptoms of abuse. They have completed online training and are aware of current legislation and wider issues surrounding child protection. The manager and staff are familiar with signs that may show a child is at risk from extreme views and behaviours. They know the reporting procedures to follow should they have a concern about a child or an adult in the club. Recruitment procedures are secure. The manager and provider use effective vetting systems to check staff's ongoing suitability and from the start. Staff deploy themselves well and they risk assess areas used by the children. This helps to ensure that any hazards are minimised and that children play safely.

Quality of teaching, learning and assessment is good

Staff help children to manage their own safety through, for example, handling scissors during creative play. Children use pens to colour pictures for their Easter theme and staff engage them in conversation about Christian beliefs and celebrations. Children show their understanding of the different seasons as they talk about spring. They listen carefully to each other as they discuss how lambs are born, flowers appear, and green leaves start to grow on the trees. Children have good opportunities to learn about the world. They recognise letters and blend sounds together to read simple words such as 'red'. Staff praise children's efforts and give them a 'high five' which helps to raise their self-esteem.

Personal development, behaviour and welfare are good

Children are happy and settled at the club. They get to know their key person and all staff well and show how they feel safe in the familiar environment. Children settle quickly into their self-chosen activities and play positively alongside their peers. They develop self-confidence and learn to take turns and sensible risks. For instance, children make sure that their friends are not close by when they use padded indoor play equipment to jump, roll and climb. Children enjoy activities in the school playground. They run around in large spaces and enjoy kicking footballs with staff. Children have plenty of opportunities for fresh air and to enhance and test their physical skills. Staff support children's growing independence and give them plenty of opportunities to take responsibility for small tasks. For example, children happily prepare their own food. Staff encourage a pleasant social occasion at snack time where children of different ages sit and chat with their friends. This helps to enhance children's personal and emotional development. Children learn about cultures and celebrations, such as Diwali and Chinese New Year. They have opportunities to talk about similarities and differences between themselves and others, and among families, communities and traditions.

Setting details

Unique reference number	EY563482
Local authority	Doncaster
Inspection number	10101480
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	3 - 10
Total number of places	50
Number of children on roll	49
Name of registered person	Marshland Happy Days
Registered person unique reference number	RP531682
Date of previous inspection	Not applicable
Telephone number	07432482737

Marshland Happy Days registered in 2018. The club employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 2 or above and one is unqualified. The out-of-school club is open Monday to Friday. Sessions are from 7am until 9am and 3pm until 6pm, term time only. The club operates from Thorne King Edward Primary School in Doncaster.

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