

Inspection of Happy Days Harris Beckenham

Harris Primary Academy Beckenham, Manor Way, Beckenham, Kent BR3 3SJ

Inspection date:

15 July 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy the time that they spend in this after-school club. They are safe and like spending time with the staff, who are friendly and nurturing. Children and staff laugh with each other as they play games, such as board games and cards. Staff provide children with a wide range of engaging activities that spark their curiosity. They have recently introduced children's 'voices books' and follow children's ideas as they plan activities. Children settle down and eagerly talk to staff about their day. They demonstrate positive attitudes towards their play and behave well. The manager and staff are good role models, who have high expectations and truly value and acknowledge each child. All children display high levels of self-esteem and confidence.

Staff support children's health well. Children have many opportunities to be physically active and burn off their energy when they play outdoors. They particularly enjoy playing games of football and basketball with their friends. Children enjoy the healthy snacks that staff offer them and also help to prepare these. Staff have risk assessed the procedures in the club relating to the COVID-19 (coronavirus) pandemic. As a result, children play in smaller friendship bubbles. However, they still have plenty of opportunities to be sociable and relax with their friends.

What does the early years setting do well and what does it need to do better?

- Children and staff have clear routines to follow and precautions to take, in relation to COVID-19. Children have responded well to these routines and are familiar with what they need to do when entering the setting and how to maintain good hygiene practices.
- Partnership working between staff, parents and the host school is effective. There is a strong commitment to working cohesively to provide the best care, experiences and opportunities for all children, including those with special educational needs and/or disabilities.
- Parents have positive views about the club. They appreciate the care that their children receive and comment that staff keep their children entertained by the various activities on offer. Parents value their children's ideas being taken into account when staff plan activities. Children comment that 'the club is always fun with lots to do'. However, staff do not consistently share information with parents about their children's time at the club.
- Staff support children's physical well-being and understanding of healthy lifestyles very well, through daily routines, sociable snack times and by following positive hygiene practices. Staff support children's self-esteem and well-being. For example, they have introduced a 'worry box' for children to write down any

worries or concerns they may have, and staff support them to overcome these.

- Children show high levels of confidence and independence. For instance, they know to ask for different resources to use. Children are very aware of safety boundaries and know they must ask if they need to leave the room to go to the toilet.
- Staff interact well with children. They quickly get to know children and find out what interests they have. This helps staff to decide on the activities and resources to provide for the children. Children invite staff members to join in and enjoy their contributions to their game. Staff join those children who want to engage in quieter activities. Children eagerly draw portraits of each other and staff, commenting on details to include.
- Staff provide children with time to play together and do not interrupt unnecessarily. This helps children to build their confidence in navigating shared games and making friendships. Staff support children to take turns during different games. For instance, they encourage younger children to count how many times to pump the balloon to pop during an octopus game. Older children organise team games to play outside.
- Children enjoy taking part in creative activities, where they can paint and draw. Younger children spend time making crafts, and enjoy opportunities to explore play dough, developing their hand muscles. Older children eagerly create models using clay.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to help protect children from harm. They can identify any signs or symptoms which may indicate that a child may be at risk of harm. Staff understand the procedures to follow in the event of an allegation against another member of staff, or the manager. The manager makes sure that all staff keep their safeguarding knowledge up to date. She follows thorough recruitment procedures to ensure that those employed to work with children are suitable.

Setting details

Unique reference number	2496658
Local authority	Bromley
Inspection number	10194376
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 at time of inspection	4 to 11
Total number of places	75
Number of children on roll	103
Name of registered person	Cannon, Jane Lillian Louise
Registered person unique reference number	RP905691
Telephone number	07834957070
Date of previous inspection	Not applicable

Information about this early years setting

Happy Days Harris Beckenham is located in the London Borough of Bromley. The setting offers care before and after school. It operates during during term times from 7.30am to 8.45am and 3.30pm to to 6pm, Monday to Friday. There are eleven member of staff. The manager holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector viewed the play spaces available to children and observed the interactions between staff and children.
- Children and parents were spoken to by the inspector who took account of their views when evaluating the setting.
- The inspector carried out a tour of the setting. She held regular discussions with the manager and staff throughout the inspection.
- The inspector checked the suitability of the adults working with children.

We carried out this inspection 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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