

# Inspection of Grow Happy Childcare

St. Peters RC Primary & Nursery School, Hough Hill Road, STALYBRIDGE, Cheshire  
SK15 2HB

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Inspection date:

22 September 2021

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children arrive happily at this warm and friendly club. They greet each other with hugs, eagerly discuss the activities they like and giggle while talking about their day at school. Despite some changes to routines, due to the COVID-19 (coronavirus) pandemic, children understand what staff expect of them. For example, children hang their coats on pegs and wash their hands when they arrive. Staff promote children's good behaviour. For example, they ask children to decide the rules for the club. These include to be kind and respectful, and to be honest because 'it's okay to make mistakes'. As a result, children demonstrate good behaviour as they play and share toys with their friends.

Children show positive attitudes towards their play. They have free access to the toys they decide to play with. Children join construction blocks together to make an 'animal house'. They use magnifying glasses to look at the features of bugs encased in plastic, and explore different materials using magnets. Outdoors, children show good physical skills as they run and as they ride tricycles. They play together well while using balls and hula-hoops. Children show good coordination as they climb along the obstacle course.

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

- Leaders have a strong vision to provide children with quality care and a play environment that is 'joyful, fun and relaxing'. Detailed self-evaluation helps leaders to identify how to continually improve. Staff seek children's views about the activities they would like. This helps children to be engaged and excited about their time at the club.
- Staff provide exciting play opportunities for children, which complement their learning in school. For example, children are fascinated to discover that mixing certain ingredients together creates an 'exploding volcano'. They develop imagination skills as they enact the story of 'The Enormous Turnip'. Children practise writing their names and develop their counting skills as they play.
- Children learn about similarities and differences between themselves and others. For example, staff actively promote different languages. This has a positive impact, as it helps children who speak additional languages to feel valued and included. Children learn that 'we all fit together' and differences are to be celebrated. As a result, children talk positively about what makes them unique. For example, they compare their glasses with the inspector during discussions.
- Staff and children have wonderful relationships. Staff are positive role models for children. Older children say that their favourite part of the club is 'looking after the younger children'. Children are confident and show great pride in their achievements. Staff foster these behaviours well, such as by encouraging

children to share certificates for the 'Proud Penguin' display.

- Children learn about healthy lifestyles. They eat a variety of healthy, nutritious food. Snack time is a social event and helps to further children's independence. For example, children use knives to butter their own crackers. They develop their small-muscle control as they chop fruit to make 'kebabs'. However, staff do not use this activity to maximise children's knowledge of how to use tools most effectively.
- Partnership working is strong. The club has links with another early years setting in the same organisation. This allows staff to work collaboratively and share best practice. Staff and leaders maintain good partnerships with the host school. This enables children to be well supported during the initial settling-in period and throughout their time at the club.
- Staff work in a close-knit team and say that the support leaders provide is 'nothing short of amazing'. An effective programme of supervision and training helps staff to further improve their practice. For example, recent training equips them with further knowledge and strategies to support children's emotional well-being, especially considering the pandemic.
- Parents commend staff for going 'above and beyond' to support their children by getting to know them as individuals. Parents are 'extremely happy' and fully trust the staff. They say that the club offers a 'lifeline' and that they 'couldn't be without them'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete ongoing risk assessments to check that the premises are safe and secure. Robust recruitment procedures ensure that all staff are suitable to work with children. Staff access safeguarding training and leaders regularly check that staff understand this knowledge and that it is kept up to date. Staff know how to keep children protected from harm. They understand the referral procedures to follow if there are concerns about children's welfare or the conduct of a colleague. Staff have a broad understanding of safeguarding issues, including fabricated illness and sexual abuse.

## Setting details

<b>Unique reference number</b>	EY458822
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10075382
<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 at time of inspection</b>	3 to 11
<b>Total number of places</b>	68
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Dee Mac Childcare Limited
<b>Registered person unique reference number</b>	RP531724
<b>Telephone number</b>	01613387895
<b>Date of previous inspection</b>	18 May 2016

## Information about this early years setting

Grow Happy Childcare registered in 2013. The club employs three members of childcare staff. Of these, two hold early years qualifications at level 3. The club opens from 7.30am to 9am and 3pm to 6pm, Monday to Friday, term time only.

## Information about this inspection

### Inspector

David Lobodzinski

## 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 his evaluation of the setting.
- The manager and the inspector completed a learning walk around the setting, to determine the organisation and planning of activities.
- A joint observation of an activity was completed with the inspector and the manager.
- The inspector observed the interactions between staff and children as they engaged with activities indoors and outdoors.
- The inspector held discussions with leaders, staff, and children at appropriate times throughout the inspection.
- Parents' views were taken account of by the inspector, through discussions and written testimonials.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.

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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