

# Inspection of Happy Days Club

Summerside Primary Academy, Crossway, London N12 0QU

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Inspection date:

22 March 2023

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

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

### **This provision meets requirements**

Children come to the club, happy and eager to talk to the caring staff about their day. They are excited to see what experiences staff have planned for them and they quickly settle into their chosen activity. Staff work closely as a team to provide children with a range of interesting and enjoyable activities. For example, staff use the interests of the children and know that they enjoy creative activities. On the table, there are lots of pots of paint and brushes for children to experiment with colour mixing. One child said, 'I am finger painting', while others are making patterns on paper plates. Children are developing their hand muscles while stirring and drawing pictures, learning new skills.

Staff support the mental and emotional well-being of the children in their care. For example, at circle time, children are asked to nominate another child who has done well that day. This helps children to think about other people, respecting each other's feelings and achievements. Children respond positively to the high expectations of staff and their behaviour is very good. They remember their 'golden rules' and are proud of them. The confidence of the children is high as they chat together while playing games, such as noughts and crosses.

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

- Children say they enjoy attending the club. They find different words to describe what they think, saying the club is 'fantastic' and 'fun'. Children learn perseverance to play in a game until the end. For example, they happily cooperate in musical statues, where some children stay in and others go out. Children develop social skills, which will support them in their later lives.
- Outside play is very important to staff as they know children need fresh air and exercise. They use a large outdoor space that helps them practise skills, such as balance and coordination. Tennis and football activities are organised. Team games are popular and children are challenged to run to retrieve hoops to be placed over their cones. They become out of breath, laughing and having fun. Children's physical health is well supported.
- Staff use different vocabulary with the children to encourage speech and communication. For example, staff ask the children to whirl long ribbons in the air to music, using different words, such as fast, high and low, and using lots of positional language. All the time, the children are listening intently and cooperating with each other. Staff encourage children to share ideas, for example talking to them about primary colours.
- Leaders support staff in developing their skills and knowledge. Staff say they benefit from regular supervision sessions and training, which they use during their work. Leaders observe the staff to give them targets and improve their

teaching skills. Staff peer observations take place to support each other with the children.

- Parents praise staff and say they are happy with the service provided for their children. The leaders and staff create positive partnerships with parents. Parent surveys are given out, so that the leaders can reflect on the service they are providing. All staff are committed to ensure that all children's needs are met, whatever disability or disadvantage they may have.
- Children benefit from opportunities to develop what they learn at school. Staff support children, for instance, if they want to write numbers or counting objects in a picture. Leaders acknowledge, however, that there is scope to provide a quieter place, where children can sit, or read, if they wish to rest.
- Staff encourage children to develop their independence. Staff support children to develop their self-care skills, such as washing their hands or finding their coats. Leaders liaise well with the host school, so if there are any worries about a child it can be sorted quickly.
- Staff create a nurturing environment for the children. Snack times are happy and social occasions. Children sit together talking about their families and favourite foods, making new friends. Staff encourage children to eat healthily and they know the importance of following robust hygiene procedures.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of how to keep children safe. They can identify when a child is at risk of harm and know what to do if this happens. Staff have completed recent safeguarding and 'Prevent' duty training. Leaders carry out relevant checks to ensure that staff are suitable to work with children. The premises are safe and secure. For example, parents ring a bell to enter the building to collect their children. Staff risk assess the environment well and managers do site safety checks to ensure procedures are followed. Organisation of the club is good.

## Setting details

<b>Unique reference number</b>	2610718
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10262828
<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>	4 to 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Flannery, Maria Sarah
<b>Registered person unique reference number</b>	RP516625
<b>Telephone number</b>	07816877177
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Happy Days Club registered in 2020. The independently run club offers out-of-school care for children who attend Summerside Primary Academy in the London Borough of Barnet. The club operates from 3.15pm to 6pm, Monday to Friday, during school term time. There are four members of staff, of whom two hold relevant early years qualifications at level 3 and above.

## Information about this inspection

### Inspector

Linda Lockie

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector had a tour of the setting to gain an understanding of how the early years provision is organised.
- A joint observation was carried out by the inspector and the manager. The inspector held discussions with staff and children at appropriate times during the inspection.
- The views of children and parents spoken to on the day were taken into account.
- The inspector looked at a sample of documents. This included evidence about staff suitability and training.

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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