

Inspection of Happy Days Club

Clitheroe Health & Wellbeing Centre, Clitheroe Gardens, Watford WD19 6RP

Inspection date:

11 March 2024

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

**This
inspection**

Not met (with actions)

Previous
inspection

Good

What is it like to attend this early years setting?

This provision does not meet requirements

The setting does not meet the requirements of the 'Statutory framework for the early years foundation stage' regarding always having a person with a current paediatric first aid certificate present. Despite this, children are settled and enjoy their time at this setting. Staff know the children well and offer them activities that interest them. For example, children become engrossed in a guessing game and are inspired to create their own games, carefully explaining these to other children. Opportunities such as this aid children in developing the skills that underpin their ability to learn and interact. Staff use their knowledge of children to make sure they feel comfortable. For instance, they consult children on the snacks they would like and prepare these individually for each child.

Children respond to the calm environment. Their behaviour is good and they play well together. For example, older children show younger ones the pictures they have drawn and offer to draw a picture for them to colour in. Staff use ongoing opportunities to support children in learning about healthy lifestyles. For instance, at snack time, children talk about foods that help to keep their hearts healthy. Staff talk with children about safety issues, helping them to understand this area. For example, children playing with a soft football set up a safe area to play and are conscious of other children nearby.

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

- Children's health and safety in an emergency situation is compromised as managers do not ensure that there is a member of staff with a current paediatric first aid certificate available at all times when children are present. However, staff have an appropriate knowledge of safeguarding and understand how to recognise and refer any concerns about children's welfare.
- The manager demonstrates her enjoyment of her work. She is committed to the continuous improvement of the setting, effectively identifying good practice and areas to develop further. For instance, there are plans to celebrate children's achievements more effectively.
- Staff report that they feel well supported. They receive regular supervision, where they can discuss any concerns and look at ways to further develop their practice. The manager supports staff to recognise the role of the setting and to ensure that children are offered a balance of opportunities to play, relax and build on their skills and knowledge.
- Staff listen to what children are saying and encourage them to build on their conversations. This supports children's communication skills and they talk confidently, for example, when taking turns to detail the subjects they covered at school that day. Staff value children's views and involve them in making

decisions, for instance, about future activities.

- Staff make good use of ongoing opportunities to support children in understanding differences. For instance, children talk about the foods they eat at home, explaining ones that are eaten on special occasions.
- Staff interact well with children, helping them to build on their skills and learning. For example, children using bats and balls count how many times they can hit the ball against the wall. Young children engaged in a drawing activity work with staff to add written labels to their drawings, carefully sounding out the letters as they write.
- Parents appreciate the work of the setting and feel that staff communicate well with them. Staff talk daily with parents and also use regular questionnaires to gain further feedback. They act on any comments and ideas. For example, they now provide raincoats for children to use on the walk back from school.
- Staff work effectively with the school that children attend, helping them to gain a further understanding of children's needs. For example, they are aware of the homework older children have and offer a supportive environment for them to complete this.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that there is always at least one person with a current paediatric first aid certificate available at all times when children are present.	11/04/2025

Setting details

Unique reference number	EY542658
Local authority	Hertfordshire
Inspection number	10316864
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	5 to 10
Total number of places	30
Number of children on roll	58
Name of registered person	Flannery, Maria Sarah
Registered person unique reference number	RP516625
Telephone number	07816877177
Date of previous inspection	23 May 2018

Information about this early years setting

Happy Days Club registered in 2017. The club employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The club opens from Monday to Friday during term time. Sessions are from 3.15pm until 6pm.

Information about this inspection

Inspector
Kelly Eyre

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 this setting.
- The inspector viewed all areas of the setting used for childcare. She looked at relevant documentation, including staff suitability checks.
- Meetings were held with the manager.
- The inspector observed staff interaction with children during activities. She reviewed an activity with the manager, to look at how children are engaged and how staff are supported.
- The inspector talked to children and staff at appropriate times during the inspection and took account of their views.
- The inspector considered the views of parents through talking with them and viewing their written feedback.

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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