

Inspection of Happy Faces @ Dundonald

Dundonald Pavilion, Fairlawen Road, Wimbledon SW19 3QH

Inspection date:

14 November 2024

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are met at school by warm, welcoming staff, who address them by name and ask about their day. They arrive excitedly to the after-school club and independently hang their things on pegs to wash their hands for their snacks. Staff create a stimulating environment based on the interests and ages of the children who attend. They provide a wide range of resources that children use exceptionally well. For example, children very much enjoy taking part in intricate origami projects. They show great concentration, develop their hand-eye coordination and sequencing skills as they manipulate paper. Children confidently discuss with their friends what they are making and what they could add.

Staff have high expectations of children's independence and promote it effectively. At snack time, they encourage children to prepare their own meals and scrape their plates when they have finished. Children behave well. Their effective bonds with staff help to shape children's behaviour. Children play cooperatively together. They happily share and take turns during their play. Children respond positively to staff when they give them guidance, such as to remind them to sit down when they are eating.

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

- Children are confident to express their own ideas. They have access to a well-resourced arts and craft area, where they make choices about what they want to build and create. Children use junk modelling materials to create vehicles and houses.
- Staff encourage children's language through conversations with themselves and each other. Older children use words, such as 'complex,' to describe the difficulty of tasks as they talk about what they are doing. Staff regularly praise children, who feel proud of their achievements. This helps to develop children's sense of confidence and self-esteem.
- There is an appropriate key-person system in place that supports the younger children to transition into the club. Parents are happy with the quality of care that staff provide. They say that their children enjoy their time at the club.
- Children have good opportunities to engage in effective and fun physical activities. They access the areas of the park adjacent to the club all year round. Children take part in activities such as football and walking on stilts. They enhance their balance, coordination, and gross motor skills, such as when they navigate and maintain stability on different surfaces.
- Staff give children plenty of opportunities to adopt healthy lifestyles. Children have access to a range of healthy meal options that meet their dietary requirements.

- Children are complimentary about the club and confidently talk about their favourite activities. They comment that they enjoy playing football, playing with their friends and doing craft activities. Children seek the views of staff and enjoy doing activities with them. For example, they sit and play a selection of cards games with staff and share the different rules they know about the game.
- The provider implements robust recruitment and vetting procedures, to ensure the suitability of staff. Newly appointed staff report that they are supported well through a thorough induction process. This helps them to become familiar with policies and the way the club runs. Staff have access to regular supervision sessions and meetings throughout the year. However, staff have limited opportunities to complete training to help them to raise the play opportunities for children even further.
- The provider seeks the views of staff, parents and children to help to reflect on what is offered to children. Recent improvements have allowed the club to increase its numbers as they have opened up the ground floor. This was suggested by the parents who needed more childcare places.
- Effective communication takes place between staff at the club and the host school. Staff ensure that any messages from teachers at school are passed on to parents when they collect their children.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	138210
Local authority	Merton
Inspection number	10364111
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 8
Total number of places	24
Number of children on roll	70
Name of registered person	Reddy, Karen Jane
Registered person unique reference number	RP512688
Telephone number	07543261512
Date of previous inspection	25 January 2019

Information about this early years setting

Happy Faces @ Dundonald registered in 1992. It is based in the community building next to Dundonald School in Wimbledon. The club is open during term time, from 3pm to 6pm, Monday to Friday. There are five members of staff working with children on a regular basis. Of these, four staff hold relevant qualifications at level 3 and 4.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The provider and the inspector took a tour of the club. They discussed how the club is organised and the play opportunities provided for children.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector considered the views of parents.
- The inspector looked at relevant documents, including evidence of the suitability of all 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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