

Happy Days Kids Club

Inspection report for early years provision

Unique reference number EY366840
Inspection date 10/03/2009
Inspector Christine Stimson

Setting address Chennestone County Middle School, Manor Lane,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Happy Days Kids Club was registered in March 2008. The club operates from Chennestone County Middle School, which is located in Sunbury on Thames. The club caters for children from the school and for children attending Beauclerc First School. Children from this school are walked to the club each day by the school's own staff. All children have access to a number of rooms located within the school and also have access to a playground area. The club opens from 15:00 - 18:00 during the school term times.

The Kids club is registered on the Early Years Register and both parts of the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 32 children at any one time with children joining from when they start full time education. There are currently 47 children on roll and children may attend for a variety of sessions.

There are four members of staff working for the club, all but one has a childcare qualification. The other member of staff is working towards an NVQ level 2 in Play work. The club is staffed according to the number of child attending, with a minimum of two staff on duty at any one time.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The club enables children to relax in a child friendly environment where they can access a range of activities and play experiences that interest and stimulate them. Staff know the children well but do not yet plan activities based on children's individual interests and abilities. Inclusive practice is promoted as staff have built relationships with parents and teachers at the schools they serve; this encourages the sharing of information to promote children's welfare. Policies and procedures that guide staff in their work are made available to parents, but some policies have yet to be devised. Staff strive for continuous improvement as they book themselves onto courses to progress their existing knowledge of play work and they are planning to increase the resources for the indoor and outdoor areas used by children. All regulatory documentation is in place, but the club is not recording staff and children's time of arrival and departure accurately; as a result there is no historic record to refer to.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the planning of activities so that each child's individual interests and abilities are taken into account and evaluate the activities for their effectiveness
- devise a child protection policy that includes a procedure to be followed in the event of an allegation being made against staff
- devise a policy that informs parents the club is a smoke free environment

To fully meet the specific requirements of the EYFS, the registered person must:

- make sure the attendance register indicates both the staff and children's time of arrival and departure (Documentation) (also applies to both parts of the Childcare Register)

31/03/2009

The leadership and management of the early years provision

The club provides children with a place to relax after school with staff who welcome them warmly whilst providing activities and opportunities that both stimulate and challenge. Staff are still developing their knowledge of the Early Years Foundation Stage (EYFS) and do not currently plan activities based on children's interests and abilities, nor do they evaluate planned activities for their effectiveness. Each day one or two adult led activities are put out on table tops and children can choose to join in if they wish. For example, children were cutting and tasting exotic fruits, sharing their experiences of eating them and guessing which countries they originated from. Many children prefer to choose their own activities from the resources made available and once chosen they link up with friends for play. The leaders of the club are aware of their strengths and weaknesses and are aiming to improve their practice through training opportunities and by seeking advice from early years advisors. They have yet to write a self evaluation of their practice.

The staff at the club have a good rapport with parents and keep them informed both verbally and through a notice board within one of the base rooms. Parents speak highly of the club staff commenting their children love to attend and take part in the activities. Parents have noticed their children have made friends with older children from different classes and this has the effect of boosting their child's confidence within the school. Staff have also built relationships with teachers from both the schools they serve, sharing information and passing messages onto parents; this promotes inclusive practice.

Staff at the club have a sound knowledge of safeguarding children, making sure they are up to date with training and are confident of how to proceed if they have concerns about a child's wellbeing. Risk assessments are in place for the indoor and outdoor area of the club and these are checked daily to ensure children play in a safe environment.

The quality and standards of the early years provision

Children are happy and enjoy their time at the club where they take part in activities that extend and compliment learning experiences in a more informal way than those provided during the school day. Children freely choose what they play with and abide by simple rules to ensure popular activities are not dominated by one or two children. For example, staff make sure children only get 15 minutes

each on the play station. When outside play is organised, the play station is turned off so that children are encouraged to get fresh air and exercise. Children play well together with different age groups, joining in games where they take turns, share and listen to each other.

Children's health is promoted as they eat nutritious snacks after school. For example, children have cheese and ham rolls followed by an exotic fruit salad made of cucumber, banana and papaya. Drinks are plentiful at this time with a jug kept on the side with a notice encouraging children to help themselves. Children enjoy going into the playground where they access adventure style equipment that develops their balancing and climbing skills. Balls are readily available for group games and some children just enjoy running off energy in the fresh air.

Children learn to be aware of their own safety through gentle reminders from staff to be careful as they play and move around. Club rules are adhered to and boundaries respected by children both within the school and in the outside area. Children have access to programmable toys like remote control cars, play stations and computers to practise their skills and challenge each other in a competitive manner. Many children enjoy accessing the books in the library and staff read to younger children if requested, sitting them on their laps, enjoying the cosy one to one sessions.

Children enjoy socialising with each other and link up with friends, many of whom are from different classes in the school. They sit and chat together as they eat their snack and younger children join together for imaginary games involving props like dolls and prams. Children behave well and are encouraged to consider others through the club rules which are displayed as reminders.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as stated in the early years register (How the childcare provision is organised) 31/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as stated in the early years register (How the childcare provision is organised) 31/03/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.