

# Happy Faces Out Of School Club

Claypool Cp School, Salisbury Road, Bolton, BL6 6LN



## Inspection date

4 July 2018

Previous inspection date

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Outstanding</b> | <b>1</b> |
|---|---|--------------------|----------|
| Effectiveness of the leadership and management                |   | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |   | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |   | Outstanding        | 1        |
| Outcomes for children   |   | Not applicable     |          |

## Summary of key findings for parents

### This provision is outstanding

- Leadership and management are outstanding. The provider works very effectively with the staff team to ensure they achieve high levels of motivation and commitment. There is a clear drive for excellence in all areas which is shared by the whole staff team. Leaders value staff contributions and promote their continuing professional development successfully.
- Children thrive in this high-quality setting. They have a very clear sense of belonging. Staff actively encourage children to be extremely independent and make decisions about the activities that they take part in. Children are tremendously enthusiastic and confident.
- The club has highly successful strategies in place to involve parents in the two-way sharing of information. For instance, staff schedule regular meetings and facilitate an improvement group for parents to attend. This helps to promote superb partnerships with parents and strengthens the excellent continuity of care for children.
- Staff have developed robust links with the host school and share relevant information with teachers to ensure children's individual needs are fully met. The activities that children experience at the club complement and enhance learning that takes place at school.
- Children enjoy a wealth of opportunities to develop their physical skills. For example, they play badminton and football and older children explain the rules to their younger friends.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- evaluate the impact of the already excellent support available for staff, in particular the use of peer observations and training.

### Inspection activities

- The inspector observed the quality of children's experiences during activities indoors and outdoors and assessed the impact this has on their development.
- The inspector held a meeting with the provider and the club manager. She looked at relevant documentation, such as the setting's plans for improvement and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to children during the inspection and took account of their views.
- The inspector completed a joint observation of an activity with the club manager.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff receive regular child protection training which is monitored extremely closely. They confidently demonstrate an excellent understanding of the club's comprehensive policies and know what to do if they have any concerns about a child's welfare. Staff use highly effective communication with each other to ensure children are always closely supervised. For example, the use of walkie-talkies helps ensure children's safety. The monitoring of staff practice is superb. Staff are forward thinking and constantly reflect on their practice to quickly identify where improvements can be made. Leaders make excellent use of staff supervision, spot checks and meetings to ensure high-quality experiences for children. The provider recognises the importance of evaluating the impact of peer observations and professional development opportunities in maintaining an outstanding provision.

### Quality of teaching, learning and assessment is outstanding

Staff interact with children exceptionally well. They know when to allow them to explore independently and when to join in their play to extend their learning. Children enjoy being creative as they make 'ice creams' with craft materials. Staff are aware of children's capabilities and provide experiences that challenge and motivate them, complementing what children have learnt at school. Children are encouraged to count and record what they have found in the water tray 'rock pool' and are supported to describe what they see. They are highly involved in the planning of activities and initiate many experiences themselves through skilful guidance and assistance from staff. Staff show a genuine interest in children's play. They consolidate learning and extend children's creativity and thinking extremely well. Staff are calm, nurturing and patient. They encourage children to complete tasks independently and persevere in challenging tasks.

### Personal development, behaviour and welfare are outstanding

Staff offer an abundance of praise and encouragement to support children's engagement and motivation. Their self-care and independence skills are wonderfully nurtured through stringent hygiene procedures and snack time routines. Children happily engage in social conversations with staff and other children as they talk about their day in school. Children relish the role and responsibility they are given. For example, young children describe their role and explain how they must attend meetings where they will discuss what new resources will be purchased for children to enjoy at club. Children display an exceptional understanding of themselves and how to keep safe. For example, they talk confidently about the importance of wearing sun cream and a sun hat if they want to play outside. Additionally, they understand that they must listen to the register as it is important in the event of a fire. Children's behaviour is exemplary. Children have created club rules and work collaboratively together to ensure that these are followed.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY498840  |
| <b>Local authority</b>                           | Bolton  |
| <b>Inspection number</b>                         | 1042962   |
| <b>Type of provision</b>                         | Out of school provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 4 - 11  |
| <b>Total number of places</b>                    | 50  |
| <b>Number of children on roll</b>                | 97  |
| <b>Name of registered person</b>                 | Happy Faces Out Of School Club Ltd  |
| <b>Registered person unique reference number</b> | RP901036  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 01204 333426  |

Happy Faces Out Of School Club registered in 2016. The club employs six members of childcare staff. Of these, one holds qualified teacher status, two hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The club opens from Monday to Friday, term time only. Sessions are from 7.30am until 8.50am and from 3.30pm until 6pm.

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