

# Happy Hours - Baldwins Gate Primary School

Inspection report for early years provision

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<b>Unique reference number</b>	EY229706
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<b>Inspector</b>	Edgar Hastings
<b>Setting address</b>	Tollgate Avenue, Baldwins Gate, Newcastle, Staffordshire, ST5 5DF
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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 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).

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.

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## Description of the setting

Happy Hours at Baldwin's Gate opened in 1997 and operates from a classroom and the hall in Baldwin's Gate Primary School, Newcastle, Staffordshire. The premises are accessible for adults or children who may have disabilities. A maximum of 32 children aged from three to eight years may attend the setting at any one time, and children up to 14 may attend. The out of school club is open each weekday from 8.00am to 9.00am and 3.15pm to 6.00pm during school term-times, and from 8.30am to 6.00pm during school holidays. The nursery is open from 8.00am to 6.00pm all year round.

All children share access to a secure enclosed outdoor play area. There are currently 33 children on roll aged from three to eight years. Children come from the school and local community. The setting currently supports a number of children with special educational needs and/or disabilities and is able to support children who speak English as an additional language. The setting is on the Early Years Register, and the voluntary and compulsory parts of the Child Care Register. Three members of staff are employed and all hold appropriate early years qualifications. The setting receives support from the Early Years Team from the Local Authority, and has close links with the school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Happy Hours provides a welcoming and stimulating learning environment. It meets the needs of the early years children well because of the good level of care provided that enables them to make good progress in both their learning and their development. It is an inclusive setting where the needs of all children are catered for well, and a good level of support is provided for children who have special educational needs and/or disabilities. There is a strong partnership with parents who are involved well in their children's learning. Leaders have made a number of improvements since the last inspection, and have a good capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop the process of self-evaluation in order to identify the setting's strengths and areas requiring further development.

## The effectiveness of leadership and management of the early years provision

The leadership and management of Happy Hours is good. A number of improvements have been made since the last inspection and the issues raised at

that time have been fully addressed. Hygiene procedures to prevent cross-infection have been implemented through the introduction of liquid soap, healthy menus are produced to ensure children receive a varied and nutritionally balanced diet, and a good range of resources have been provided that reflect positive images of ethnicity, culture, disability and gender. These are now used effectively to improve children's awareness of other cultures and are given a prominent profile in the setting. In addition, the learning space has been re-organised to make it more child friendly with good quality resources being laid out to represent the areas of learning. The setting now makes provision for children of three years of age and has improved the facilities to meet their particular needs. Additional security measures have been introduced to ensure the safety of the children throughout the day. The managers are constantly looking at their practice with a clear desire to make improvements, and as a team staff have identified some aspects which they wish to develop further. However, the use of self-evaluation is satisfactory and is not yet being used systematically as a tool for identifying strengths and areas for further development.

The setting has provided good quality resources to support children's learning, and has the use of the well equipped outdoor areas, which includes an adventure trail, belonging to the school. Staff are deployed effectively to meet the needs of children and show some flexibility and adaptability in the day-to-day management of the sessions. Training opportunities ensure staff are up-to-date in their knowledge and skills including child protection methods, paediatric first aid, and food hygiene and safety. The setting has good safeguarding procedures in place which are in line with those provided by the Happy Hours company. Strict vetting procedures are in place for employment of staff and regular risk assessments are carried out to ensure the safety of equipment and the premises.

Children with special educational needs and/or disabilities are well supported by the staff. They have good links with the external agencies who provide help and support to children and their parents. Their written reports ensure the setting knows what they can do to help this group of children. The strong links developing with the school's nursery class enables staff's expertise to be used effectively to develop strategies for supporting children's special educational needs, as well as sharing information about children's progress and development. Sharing some of the additional activities that the school provides is a positive benefit to the setting's children. For example, the Reading for Fun group, the Stretch and Grow programme and Language Land all effectively support children's learning and development.

Parents speak highly of the level of provision made for their children because they say their children are well cared for and enjoy attending. The setting is very flexible and meets a range of medical and social needs. Positive feedback is received from parents through the questionnaires that are sent out. The setting quickly responds to any issues that are raised by parents, and keeps parents well informed through daily diary sheets that each child takes home at the end of the day. The leaders also consult the children and take up their suggestions of new activities, and on ways of improving the accommodation.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy attending this setting because they are made to feel welcome, and are provided with a variety of stimulating and enjoyable activities. The well organised environment is attractively set out and well equipped to enable children to learn and develop well across the six areas of learning. Children are encouraged to become independent and to follow their own interests and make their own choice of activity. Often children choose to engage with others in their play, for example, when two children decided to dress up and develop their own imaginative story that involved building a den, using the telephone and a battery operated computer. Construction toys enable children to build their own structures together with a friend. Children choose to engage in mark making, drawing or colouring activities that help to develop their fine motor skills. Creative opportunities are provided in activities, such as developing a winter display, where children use cutting and sticking to produce snowmen using cotton wool on cut out shapes.

The setting works closely with the school nursery and they share many ideas, resources and activities together. The 'People Who Help Us' topic illustrates the good co-ordination of shared activities that provides a good vehicle for extending pupils' learning and relating it to aspects of their own safety through the work of the police, fire service, the dentist and the crossing patrol. Adults sometimes join in and participate to make activities enjoyable, and at other times lead some activities to guide children's learning. Children enjoy listening to stories and show good levels of concentration, and join in with others at the appropriate parts of the story, especially a favourite like 'We Are All Going on a Bear Hunt!'. Children enjoy outdoor play using wheeled toys or playing in the garden with their friends.

The welfare of children is promoted well through the setting's policies and procedures. Children feel safe because the premises are secure, and they have established trusting relationships with all adults. These contribute to their feeling of security. The setting has improved hygiene procedures and practices that the children know and understand. There is good promotion of healthy lifestyles through the well-balanced menus and snacks provided for the children. Regular opportunities for physical activity are provided, and visits from the dental clinician help children develop an awareness of oral hygiene.

The good quality of relationships established ensures that children's behaviour is good. They work well cooperatively, show a good level of developing independence and respond well to advice and guidance from adults. They are learning to share and take turns, and to take some responsibility for tidying up. Children of different ages mix well and the older ones will at times help the younger ones. Progress in personal and social development is good, and the good links with the school aids their transition well. The good provision made for them and the overall good progress children make is preparing them well for the future.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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

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