

Inspection of Happy Days Club

Darras Hall Primary School, Middle Drive, Ponteland, Newcastle Upon Tyne NE20 9DS

Inspection date: 12 June 2025

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children receive a warm welcome to the club after their day at school. They run towards staff for a hug, showing familiarity and trust in them. Key staff ensure that the needs of the youngest children are met well in the club. Their attentive and warm approach helps children to feel secure and develop confidence in the group. They quickly get involved in the activities that staff have prepared and chat excitedly to their friends about their day.

Staff provide a wide range of activities that appeal to children. Children who prefer to be active benefit from access to the outdoors where, for example, they engage in sports, such as football and tennis. Indoors, there are plenty of opportunities to relax after a busy day. For example, children curl up in the quiet area with a book.

There are high expectations for children's behaviour, and staff communicate these well. Routine cues, such as clapping a rhythm to indicate that children should stop and listen, are familiar to children. They follow staff guidance and instructions and behave well. They develop positive attitudes and a sense of responsibility. For example, older children enjoy helping younger ones to settle into the group.

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

- Staff weave children's interests into activities and involve them in planning what they will do. This helps to motivate children and they are keen to join in. Young children enjoy pretend play, taking on the role of 'mum' and 'big sister' while playing with dolls. Those who enjoy creative activities concentrate well, carefully choosing materials and techniques to design and make a flag.
- There is a culture of kindness and consideration. Staff treat children with respect and model positive behaviours. Children reciprocate this. They involve others in their play and praise one another. For example, a child tells their friend 'your superhero picture is excellent'. Conflicts are rare and quickly resolved. Staff support children to understand the impact their behaviour has on others. Children negotiate and compromise during games and activities.
- Children benefit from plenty of praise and encouragement. This contributes to their remarkable resilience during play. For example, they carefully rebuild a wall they have created when it falls. Children keep trying when they lose their balance on the trim trail. They show great pride when staff celebrate with them when they finally succeed.
- This provision is highly inclusive. Staff build meaningful connections with children, and help them to appreciate what makes them unique. Leaders ensure that children who need additional support receive this, and can participate fully in club activities. Difference and diversity is openly talked about and celebrated.

Staff consistently promote children's confidence and happiness, which helps all children to thrive.

- Staff teach children about ways to keep themselves healthy. For example, discussions during a colouring activity help children to understand the importance of dental health. They tell staff that the monster they are colouring has a green smile because 'he ate unhealthy foods and didn't clean his teeth'. Regular routines such as handwashing before snacks reinforce good hygiene habits.
- Rooms are filled with chatter and laughter. Staff listen intently when children talk about their experiences, such as the pets they have at home and where they have been on holiday. Staff show a genuine interest and share information about themselves too. This helps children to develop a sense of belonging and they enjoy the opportunity to share their experiences.
- Parents are very complimentary about the club. They appreciate how well staff know their children and praise them for the variety of activities that they provide. They report that their children love to come to the club and often do not want to leave. Parents are confident to share their feedback and suggestions with staff and feel listened to.
- Leaders value staff and encourage their personal and professional development. For example, more experienced staff model effective practice and support newer team members to build on their skills. Staff have opportunities for self-reflection and benefit from well-being discussions with leaders. They feel happy, supported and confident in their roles. Morale is high.

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	2754255
Local authority	Northumberland
Inspection number	10405887
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	3 to 11
Total number of places	60
Number of children on roll	300
Name of registered person	Happy Days Club Ltd
Registered person unique reference number	2660002
Telephone number	07960100011
Date of previous inspection	Not applicable

Information about this early years setting

Happy Days Club registered in 2023. It is located within Darras Hall Primary School in Ponteland, Newcastle Upon Tyne. The club operates Monday to Friday, all year round, except for bank holidays and two weeks at Christmas. During school term times, opening hours are from 7.30am until 8.50am and from 3.15pm until 5.45pm. It opens from 8am until 4pm during school holidays. There are 10 staff who work directly with children. Of these, five hold relevant qualifications, including two who hold qualified teacher status and one early years teacher.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The nominated individual and manager met with the inspector to discuss how the provision is organised. They showed the inspector around the areas of the school used for childcare and talked about how they ensure that the premises are safe and suitable.
- The inspector observed activities, indoors and outdoors. She talked to staff about how they meet children's needs, including those of early years children.
- Children talked to the inspector about what they like to do in the club.
- The manager and nominated individual spoke to the inspector about leadership and management of the club.
- The inspector viewed relevant documents, including evidence of the suitability checks carried out on staff.
- Several parents shared their views of the club with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025