



## Happy Days Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY332584
<b>Inspection date</b>	07 July 2006
<b>Inspector</b>	Sheena Bankier
<b>Setting Address</b>	High Street, Nettlebed, Oxfordshire, RG9 5DA
<b>Telephone number</b>	01491 642936
<b>E-mail</b>	
<b>Registered person</b>	Happy Days Preschool Committee
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Happy Days pre-school is run by a voluntary committee made up of parents. It opened in 2006 and operates from Nettlebed Community Primary school. The pre-school has its own self-contained premises and also has access to some of the school facilities including the main hall. There is a secure enclosed area available for outside play. The pre-school is a partnership foundation stage unit with the primary school.

A maximum of 24 children may attend the pre-school at any one time. The pre-school is open during school term times each week day between 9.15 and 13.30, with the option for older children to stay on Tuesday and Thursday until 15.15. There are currently 33 children on roll aged from two to five years. Of these 23 children receive funding for early education. Children come from local community and the surrounding area.

The pre-school is able to support children with special educational needs, and children who speak English as an additional language. Children are welcome from all backgrounds and are given appropriate support.

There are currently nine staff who work with the children on a part-time basis, of these, four staff hold appropriate early years qualifications including the manager. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), Pre-school Learning Alliance and the Advisory Education Service for Travellers.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children use an environment which is clean and hygienic. Staff maintain a good standard of cleanliness as they follow a rota for cleaning and ensure tables are cleaned before children sit down to eat. Children learn about hygiene routines as they line up to wash their hands before snack times and dispose of paper towels correctly.

Children have free access to drinking water, they can help themselves as cups are kept by a low level sink. Healthy eating is encouraged through the wide variety of fruit at snack times such as strawberries, kiwi fruit, apples, mandarin oranges and bananas. Parents are encouraged to provide healthy lunch boxes through displayed information. These are stored appropriately either with an ice pack provided by parents or staff put any food that requires cool storage into the fridge. Staff discuss with children about the importance of a healthy diet to keep them fit and well. Children sit together at snack and lunch times. This encourages their social skills.

Children have access to a good range of physical equipment where they can gain new skills and develop their confidence in their abilities. The outdoor area is well equipped; for example, it has fixed climbing equipment, bikes, scooters, hoops and a caterpillar tunnel to crawl through. Children also take part in PE sessions indoors and dance to music. This means that children can be physically active both indoors and outside. Children and staff discuss how exercise is good for their bodies. Staff use books and plan topics to underpin and develop the children's understanding of a healthy lifestyle.

The younger children's needs are supported well by staff, who recognise and respond to needs, such as toilet training sensitively. The younger children are encouraged to be independent, although staff ensure they are given help and

reassurance when necessary, for example, when the fire alarm sounded staff supported children in the evacuation and ensured they were not feeling frightened by the experience.

There are sufficient first aid trained staff to ensure there is more than one trained member of staff present at each session. This helps to protect children's well-being as prompt care and attention can be given to children. The consent from parents to seek emergency advice or treatment is not clear. This could delay or prevent necessary medical treatment being given to children.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe through the secure premises. This is made safe through risk assessments and the use of appropriate safety equipment, such as socket covers. There is a dedicated member of staff who undertakes the risk assessments and all staff understand these as they read and sign them. Staff closely supervise children, for example, when children go outside to play they are counted in and out by staff. Staff monitor the toys and equipment to ensure they are safe on an on-going basis through observation and there is a designated staff member for the routine checking and replacement of items. This ensures items are kept in good condition for use by the children and are replaced when necessary. Cleaning materials are usually kept out of the reach of children, however, staff are not always vigilant and anti-bacterial spray has at times been left at a low level in the toilets. Children learn about keeping themselves safe through clear explanations and discussions with staff, such as sitting on chairs properly in case they fall off. They take part in the footsteps programme which encourages their awareness of road safety. Children take part in evacuation practises which ensures they are confident in the procedure.

The premises is made welcoming to children, for example, it is made inviting with the use of art work, posters and pictures displayed and different areas are identified with flooring and seating. Children can visit the toilet independently and their skills are developed through using child size toilets, basins, chairs and tables. They also have access to step-up stools where necessary to ensure they can reach the taps and fitted soap dispenser. This means children can be independent and they can help themselves to drinks and wash their hands unaided.

There is a good range of age and stage appropriate resources available, which offer sufficient challenge and interest to the children. Children are able to make choices and decisions as they choose from the activities and toys on offer and are also able to self-select some items stored at child height.

Staff have a good knowledge and understanding of child protection procedures. Some staff have undertaken training including the manager and the designated person for child protection. This safeguards children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled at the pre-school. They are greeted warmly by staff on arrival and are pleased to see each other. Children find their own names either by themselves or with support for the self-registration system. Staff interact with children well and follow the children's individual interests, such as looking in detail at the dinosaur poster displayed or finding particular toys or resources which children have requested. Children benefit from individual attention from staff at activities. At times during large group activities, for example, circle time, children start to be restless and are a distraction to other children who are concentrating. Staff develop and support children's self-esteem and confidence through praising children for their efforts and achievements.

Children participate in activities with enthusiasm and enjoy the good range of activities and play opportunities on offer. Children confidently explore the different activities, for example, they have lots of fun climbing in and out of large boxes and enjoy hiding underneath them. They benefit from the large outdoor area where they use the sand and water to explore and investigate different concepts, such as tipping and pouring in the water tray. Children widen their understanding of living things as they look through magnifying glasses and grow seeds and care for the plants.

Children relate well to each other and enjoy imaginative games together, for example, they play with the large boxes, pretending they are the mobile library bus as they take books into the boxes. Children are at ease with the staff sharing their experiences and discuss what they like to do at home. Staff ask children good questions to encourage their thinking skills, understanding and learning during play and activities.

The planning is mostly focused on the Foundation Stage and does not always take into account the needs of the younger children who attend the pre-school.

#### Nursery Education

The quality of teaching and learning is good.

Children learn to recognise their own names through the name cards for the self-registration system which are also used at lunch time and there are name labels for the coat hooks and trays. This also gives children a sense of belonging. Children begin to understand that print carries meaning, as there are written labels for displays and within the environment. Children make good use of the book corner. They confidently make choices and can interpret the pictures, for example, a child correctly discusses that a book is about teeth from the front cover. Children sit by themselves to enjoy the books, holding them correctly and carefully turn the pages. They also enjoy factual or fiction books being read to them by staff, for example, a small group of children enjoy a book about knights with a staff member. Children have opportunities to practise their emergent writing as there is a table with paper and pens out for children to mark make and draw. Children are also encouraged to write their own names when appropriate during activities, for example, the more able children write their names on their art work.

Children can be independent in their self-care as they visit the toilet and wash their

hands with little adult supervision. Children understand about routines as they help to tidy away the resources at key times, such as before snack and circle times. Children have some opportunities to pour drinks by themselves at snack times but this is limited to the plus four group in the afternoons and there are few opportunities during the main pre-school sessions as the children are given cartons of milk with the straws already pushed through and cups already filled with squash or water. Children can act as helpers and pass round the biscuits during snack times which gives them a sense of responsibility. Children have also taken part in activities to make their own snacks such as buttering toast and cutting up fruit to eat. This encourages their independent skills and develops their small physical skills.

Most children understand the boundaries and expectations for behaviour. Staff manage behaviour appropriately. They help children to negotiate with each other, for example, sharing the large boxes and encourage the children's awareness of each other in the small space so they do not accidentally hurt each other. Children learn about taking turns through planned activities, for instance, during a game of lotto, where they have to wait their turn. Children work together, for example, two children self-select a picture domino game and negotiate how they should play it without staff intervention.

Staff use everyday opportunities such as the shape of biscuits to encourage children's knowledge and awareness of different shapes. Children have access to puzzles and games which develop their understanding of three dimensional shapes and counting. Children's understanding of addition is encouraged as staff ask questions such as 'and one more makes'. The more able children count up to 10 and beyond and staff support children's counting by having group counting, for example, at registration counting up the number of children and using books which involve counting together. Children gain a concept of size as they make suitcases at the craft table and colour and cut out pictures talking about what they could fit into their suitcase and if there is enough room for everything. Some children understand the concept of measuring as they stretch out a toy snake and pretend to measure one of the large boxes with it.

Children enjoy good opportunities to be physically active as they are able to free-flow between the indoor and outdoor area at certain times. Children have access to a large area and have a good range of equipment to climb, peddle and have plenty of space in which to run around. Children use the outdoor area in most weathers, such as in light rain which extends their experiences and understanding of the world around them as they observe changes in the weather first hand. Children develop manipulative skills as they use tools in the water, sand and use tools such as rolling pins and cutters with the dough.

Children grow their own vegetables which they use to cook with and then eat. This develops children's understanding and knowledge of where their food comes from and encourages healthy eating. Children celebrate different festivals and cultures as part of the planned curriculum, developing their understanding of people different to themselves and learn about different ways people live. Children enjoy listening to music, such as nursery rhymes and classical music. Children enjoy dancing to the music and the staff encourage children to respond through dance to the music and also discuss the children's interpretation of it, for example, 'is it happy or sad music?'.

Children have access to information and technology equipment including programmable children's toys, such as children's computers and an electronic globe.

There are very close links with the primary school and the pre-school children spend time with children who attend the school. This develops children's confidence for when they start school as the teacher, children and class room are already familiar to them.

The curriculum plans are linked to the early learning goals and offer a variety of learning experiences. A letter and number of the week is planned to focus children's attention and learning. The plans take account of the children's individual needs as keyworker staff request particular activities. However, the plans provide little information regarding the aims and objectives of the activities and lack information of how support can be given to less and more able children. The staff evaluate the craft activity and complete an evaluation of each session, which furthers their understanding of what children are learning. Observations of the children's development are regularly undertaken and this is recorded in individual development records that link to the early learning goals and stepping stones.

### **Helping children make a positive contribution**

The provision is good.

There are very good relationships established between the staff, children and parents. Parents are made to feel welcome and are able to exchange information about their children with staff on a daily basis. The pre-school have an 'open' door policy which encourages this. This ensures staff are up-to-date with the children's changing needs. Staff meet the children's individual needs well as they observe children closely and are involved in their play and activities.

Children with learning difficulties are given good support by the pre-school. Individual play plans are in place to meet their individual development needs. The pre-school works in close partnership with parents and other agencies to provide continuity and consistency for children.

Children gain a sense of community through local walks in the area and have regular contact with the school. Children learn about others through a variety of topics relating to festival and religious dates, such as Hannukah and Eid. Children enjoy art and craft activities as part of these topics. Children play with a good range of resources that reflect positive images of society in their natural play. This allows children to increase their awareness of diversity and their understanding of others. The children's own backgrounds are reflected in the resources which values the children and families of the pre-school. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is mostly good although at times children are restless such as at large group times and occasionally children test the boundaries set by staff. Children are learning to take turns and share the resources. Children help take care of their environment through joining in tidying up routines. Staff encourage children's good manners at snack times and provide a good role model to them as they treat each

other with respect and use good manners. Children's self-esteem and confidence are developed as they are regularly praised by the staff.

The partnerships with parents and carers is good. The parents receive good information about the setting and receive a overview of the plans for each half term. There is an informative notice board where parents have access to the full policies and procedures of the setting. Parents enjoy feedback about their child's progress on an on-going basis as staff talk to them at the end of each session. There is a yearly consultation where parents are able to look at their child's development in depth with the keyworker. Parents are able to make appointments at any time with staff if they wish to. The pre-school encourage the parents participation in the group and parents can help at sessions as parent helpers, share their skills and join the committee. This encourages the parents to be involved in their child's learning.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom they provide.

The leadership and management of the setting is good. There are clear roles and responsibilities established between the committee and staff team. The committee and staff have clear aims and objectives for the pre-school's development. Staff are well motivated and attend regular training. This helps staff to review and develop their practice and understanding. Regular meetings are held both by the committee and the staff and they readily exchange information between them. This keeps them up-to-date with each others progress and of any issues that may arise. All staff contribute ideas to the curriculum and are involved in the planning process.

Staff enjoy good relationships and work well together as a team. They use their time and resources effectively and are well deployed within the room. This means they are able to effectively meet the needs of the children. Children enjoy space to play both in and out of doors and the pre-school is organised in a child friendly way.

Paperwork is well organised and confidential information is kept secure. All required policies and procedures are in place and used to promote the health, safety and welfare of the children. A parental consent to seek emergency advice or treatment for children is not sufficiently clear.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop outcomes for children under three, for example, by using the Birth to three guidance to plan suitable activities and experiences
- review and update the parent consent to seek emergency medical advice or treatment for children to ensure it is clear.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend and develop the curriculum plans to include the aims of the different activities and how the less and more able children can be supported.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)