

# Happy Days Pre-School - Bishopstoke

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY345893  |
| <b>Inspection date</b>         | 14 May 2007   |
| <b>Inspector</b>               | Alison Jane Kaplonek  |
| <b>Setting Address</b>         | Bishopstoke Community centre, Church Road, Eastleigh, Hants, SO50 6DN |
| <b>Telephone number</b>        | 07870 589615  |
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| <b>Registered person</b>       | Susan Elizabeth Plowman   |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | Full day care, Sessional 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 satisfactory. 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 privately owned and opened in 2007. It operates from the community centre in Bishopstoke, Hampshire. The pre-school has use of the main hall, a smaller room for the lunch club and an outside area. It provides care mainly for children from the local community. Registration is for 26 children aged from two years to five years, although it is the policy of the pre-school to accept children from two years and nine months of age. There are currently 42 children on roll, including 36 children who receive funding for nursery education. The pre-school is able to provide support for children with learning difficulties/and or disabilities. The pre-school is open five days a week during term times. Sessions are from 09:30-12:00 and 12:30-15:00. A lunch club runs on some days and there is an opportunity for children to stay all day. There are eight members of staff who work with the children and the majority have early years qualifications. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play an active part in keeping themselves healthy by independently taking themselves to the toilet and washing their hands. They also wash their hands after messy activities and before snack time, although they are not fully protected from the spread of infection as they share a bowl of water. They are beginning to be aware of their bodies and talk about doing warm-up exercises before going outside to play. Children are well protected by staff who follow effective procedures and practices, such as recording accidents or wearing gloves when dealing with spillages. Information is obtained from parents regarding children's allergies and dietary needs and includes permission for staff to seek emergency treatment or advice.

Children are provided with a nutritious range of snacks such as fruit and vegetables, and a biscuit at each session. They bring their own lunches if they choose to stay for lunch club and staff ensure that any perishable foods are stored in the fridge. Children chat happily with their friends and staff during snack and lunch times. They are regularly offered drinks and may request others if they get hot or thirsty.

Children develop a good variety of skills during their physical play. They particularly enjoy their outdoor playtime when they practise skills such as climbing, jumping and balancing. They confidently manoeuvre around other children as they scoot or pedal past those who are engaged in other activities. Children use a wide range of small equipment to increase their manipulative skills, such as scissors, pencils, brushes and cutters. They use tools to mould and manipulate dough and are gaining in control and co-ordination as they cut along wiggly lines.

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

The provision is satisfactory.

Children are cared for in a generally safe environment where some safety measures have been implemented. For example, staff barricade an area of the outside car park for children to enjoy physical play in safety. They talk to children about not running or throwing toys. Children know the rules to be observed when using equipment such as the slide or trikes. They have plenty of space to move around in and can easily access the good range of toys and equipment. However, the building is sometimes shared with other users and procedures are not in place to fully protect children from adults who may be using the facilities. Fire evacuation procedures are available on the walls of the pre-school, although fire drills are not carried out regularly with children and staff. Vetting procedures are weak and the registered person has not ensured that all staff have the relevant checks, putting children's safety at risk.

Staff have a clear understanding of child protection procedures and some have completed the relevant training. They are aware of the need to protect both the children and themselves and this is clearly stated in the pre-school policy. Staff are aware that they have a duty to report any concerns about the children in their care.

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

The provision is good.

Children show an enthusiasm for learning and enjoy their time at the pre-school. They are happy and involved as they confidently move between activities, making choices and often

initiating their own learning. Children are keen to take part in the wide and stimulating range of activities. They are secure and settled and are able to form positive and caring relationships with each other and the staff. Younger children are provided with good adult support to enable them to take part in all activities at their own level. All children confidently ask questions and request assistance, for example, if they need help to find their name label or require help using the scissors.

#### Nursery Education.

The quality of teaching and learning are good. Children are making good progress in the six areas of learning because of the staff's use of positive teaching and questioning. Staff provide an environment where children have a wide choice of practical activities and are learning through play. As a consequence, children can set their own challenges and progress at their own pace. Most staff have a good knowledge of the Foundation Stage curriculum and how to take the children on to the next steps in their learning. A planning system is being developed which covers all areas of learning, but this is not yet informed by assessments of children's progress as some staff lack confidence in assessing and planning the curriculum. Children are confident speakers using language to initiate and organise their play, for example, as they sell ice creams to each other during role play. They enjoy listening to and joining in with rhymes and stories. All children are beginning to recognise their names and some children are beginning to write recognisable letters.

Children take part in a wide range of games and activities to develop their number skills and many count and recognise numbers to over ten. They are encouraged to count regularly during their play such as how many paper clips stick to the magnet or how many legs there are on a spider. Children use mathematical language such as longer or shorter during activities, for example, when selecting the correct pieces from the construction kits to make a model. They learn about shape, size and quantity through practical activities such as playing with sand and dough and when using table top games when they are well supported by the staff.

Children use their imaginations well in numerous play situations, for example, during role play or when creating their own art work. They explore colour and texture when painting or using collage materials. Children are interested in the world around them. They talk about how magnets work, how many different types of dinosaur there are or how to hammer a nail into a piece of wood. Children occasionally use a tape recorder to listen to stories, but have few other opportunities to operate simple equipment or to use information technology to support their learning.

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

The provision is good.

All children are welcomed and fully included in the routine of the pre-school. They play an active part in the selection of activities and resources, making choices about which snack they have or which game they will play. Many children are keen to help staff and enthusiastically take part in tidying up. They are all equally valued by staff, who praise and reward good behaviour and achievements. As a consequence, children behave well. Children's spiritual, moral, social and cultural development is fostered.

They learn right from wrong as staff reinforce guidelines for acceptable behaviour, such as not throwing toys or learning to share and take turns. Children with learning difficulties and/or disabilities or that speak English as an additional language are provided with the appropriate

support to enable them to access the wide range of resources. Children learn about differences as they talk about the festivals and customs of other cultures. They have access to a satisfactory selection of resources which promote equality of opportunity.

The partnership with parents and carers is good. Parents are kept well informed about the topics and activities provided through regular newsletters and clear information boards. They receive a pack of information when their children first start, although they do not all know how to access the pre-schools full range of policies. They are encouraged to be involved in their child's learning in a number of ways. They bring in objects from home to support children's learning and come in to help with the washing up or cooking activities. Parents feel able to approach staff and discuss their child's care and welfare.

### **Organisation**

The organisation is satisfactory.

Children are settled and happy in the organised environment. Staff work directly with the children, deploy themselves well and understand their roles and responsibilities, ensuring that children's individual needs are met. All essential records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a satisfactory standard. Staff complete daily registers for children, although these are not completed for staff and visitors. There is a good range of policies and procedures, although as some have been used which relate to the other local pre-school, they are not entirely relevant to this provision.

Leadership and management is satisfactory. Management are aware of the areas for development and together with the staff are committed to providing care and education of a good standard. Staff have regular meetings and are beginning to work well as a team. They receive appraisals to identify their training needs and access new training opportunities. Overall, the pre-school meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable. This is the first inspection.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 satisfactory. 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):

- ensure children are protected from the spread of infection when they wash their hands.
- ensure that there is a system to record CRB checks for all staff and that children are protected from contact with unvetted adults who may be using the building.
- ensure that the fire procedure is relevant to the provision, and that regular drills are carried out with staff and children.
- ensure that all policies and procedures are relevant to the provision, are fully implemented and that parents know how to access them.
- ensure that staff and visitors complete registers on their arrival and departure to the premises.

### **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):

- increase staff knowledge and understanding of the Foundation Stage curriculum and further implement the planning system to ensure that it is informed by accurate assessments of children's progress and identifies clearly the next steps in children's learning.
- increase the opportunities for children to access ICT equipment to support their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)