

# Happy Faces Pre-school (LAMP'H)

Inspection report for early years provision

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<b>Unique Reference Number</b>	251506
<b>Inspection date</b>	14 November 2007
<b>Inspector</b>	Sarah Johnson
<b>Setting Address</b>	Jane Garrod House, Colne Valley Road, HAVERHILL, SUFFOLK, CB9 8DT
<b>Telephone number</b>	01440 762515
<b>E-mail</b>	
<b>Registered person</b>	Elaine Hatfield
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 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 Faces Pre-school (LAMP'H) was registered in 1997. It is a registered charity and is managed by a voluntary management committee. It operates from two adjoining rooms in Jane Garrod House, in Haverhill. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:30 to 12:00, during school term times only. All children share access to an enclosed outdoor play area.

There are currently 29 children from two to under five years on roll. Of these, 11 children receive funding for early education. Children come from the local area and attend for a variety of sessions. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also a number of children who have English as an additional language.

The pre-school employs six members of staff. Of these, four hold appropriate early years qualifications and three members of staff are working towards a qualification. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's ability to remain healthy is well promoted as the staff have good working knowledge and understanding of the setting's procedures for health and hygiene. Clear cleaning routines are followed by staff on a daily basis to ensure the environment is maintained to a hygienic standard, including the toilets which are thoroughly cleaned. Staff are knowledgeable about individual children's needs and ensure that they are suitably trained to provide necessary care. For example, information about children's individual medical needs is requested in the enrolment forms and there are always at least two members of staff trained in first aid available during each session. In addition, good information is given to parents regarding exclusion times relating to childhood illnesses, thus reducing the possible risk of cross-infection to children.

Many children manage their personal care needs independently and are developing an understanding of factors that may affect their health, such as germs and eating healthy foods. They independently use the toilet facilities which are designed to foster children's independence. For example, children stand on a step which enables them to reach the sinks, liquid soap dispensers and paper towels without the need for support. Posters about hand washing are displayed by the sinks and act as reminders to the children of the importance of washing their hands after using the toilet and before handling food at snack time.

Snacks provided are nutritious and children enjoy a good balance of different foods which are prepared by staff who have completed training in food hygiene. They enjoy snacks of crackers, cheese, grapes and pieces of banana, which are offered at an open snack bar. Drinks are made available to children at all times by means of a water dispenser, which helps to ensure they remain well hydrated.

Children take part in a range of activities that promotes their physical development and co-ordination. Daily access to the well-equipped outdoor play space ensures that children are developing large movement skills and good spatial awareness. For example, they pedal ride-on toys, throw bean bags into hoops, crawl through tunnels and balance as they walk along low beams. They benefit from the opportunity to exercise in the fresh air which contributes to their overall healthy lifestyle.

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

The provision is good.

Children play in a bright, well-equipped and child-friendly environment. The main playroom is organised well and there is a designated entrance area which is effectively used. For example, the area is used for speaking to parents confidentially and doubles as an area for physical play when extreme weather conditions prevent children from playing outside. Children sit and rest comfortably in a quieter book corner, which offers a carpeted area with soft seating and soft toys to cuddle. Children are able to move safely around the pre-school environment as staff take positive steps to ensure that all potential hazards have been minimised. For example, they conduct and record clear risk assessments on a daily basis which reduces the risk of accidental injury to children. Children are unable to access the kitchen area unsupervised as the door leading to the kitchen is secured with a high level bolt. Children are learning how to keep themselves safe as they meet the local crossing patrol officer and learn about road safety. Staff

further reinforce children's awareness by reminding them of the dangers of falling over if they run in the playroom or leave resources on the floor.

Children are protected because the staff have a very good knowledge of issues relating to safeguarding children and understand their role and responsibilities in following guidance issued by the Local Safeguarding Children Board. The thorough vetting of any visitors to the pre-school and arrangements for recording pre-existing injuries contribute further to ensuring children are safeguarded from harm.

Children benefit from the broad range of equipment and resources available which are suitable for the ages and developmental stages of all of the children attending. The equipment is safe for children to use as procedures are in place to ensure it is cleaned regularly and repaired or replaced if damaged. Children access resources which are laid out on tables before they arrive each day. In addition, children can readily access a good amount of additional resources which are stored in low trolleys and transparent labelled boxes. This helps children to self-select in their play and to develop their independence.

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

The provision is good.

Children are happy and confident when they arrive at the setting. They settle quickly as they join the staff and their friends on the carpet area to greet each other with a cheerful song. They have fostered secure and trusting relationships with the staff and as result, they frequently choose to invite them into their play. For example, children approach staff to ask them if they would like a cake and readily ask them to share books. Staff are sensitive when interacting with the children and the children are reassured that there is always someone nearby to offer support when needed. For example, children confidently approach staff when they need help with washing their hands. Children enjoy listening to stories and singing rhymes when sharing books with the staff. They sit comfortably and listen attentively as the staff bring books to life with varying tones of voice, actions and questions. They independently access familiar books from the low-level storage unit throughout the session.

Younger children receive good support as the staff have sound knowledge of their needs and have recently completed training with regard to the 'Birth to three matters' framework. Although staff are developing their use of the framework, the planning of activities for individual children under three is generally more informal and not clearly evident in the planning documentation. Younger children respond well to the attention they receive from the staff, spontaneously laughing, hugging them and enjoying their company. Younger children enjoy the opportunity to bury themselves in piles of Autumn leaves and spend time scooping up leaves in their arms to fill wheelbarrows, which they push along and empty.

### **Nursery Education**

The quality of teaching and learning is good. Staff demonstrate a good working knowledge of the Foundation Stage and all staff are encouraged to contribute to the planning of activities and assessment of children's learning. Children experience a good balance of adult-led and child-initiated play based loosely around themes such as 'colours' and 'materials from around the world'. This helps to ensure they are engaged in activities which are interesting and cover all six areas of learning. Children's progress towards the early learning goals is facilitated, as staff have developed good systems for observing children's development and these are used

effectively to inform the next steps in children's learning. For example, staff record ongoing notes of children's interests and development and these are discussed at staff planning meetings.

Staff are enthusiastic in their approach to teaching, which helps children to have a positive disposition towards learning. For example, staff respond positively to children who have made a car from soft play equipment by asking questions which capture their imaginations, such as, 'where are we going to go in your car?' The staff listen carefully to children while they play and often intervene to introduce new ideas and ask questions to extend their learning. For example, when children talk about making a cake in their small world play, staff extend the activity by encouraging the children to write a list of ingredients. Children's behaviour is good which indicates that they are engaged and challenged by the activities provided. They are learning to take turns when sharing resources as staff provide clear explanations to help children to understand their role in relationships.

Children are working towards using writing as a means of recording and communicating. For example, they write shopping lists in imaginative situations and copy their names onto their finished creative work. Children practise their mark-making skills further when using paintbrushes to paint circles and lines on the easel and tracing shapes in shallow trays of sand. However, opportunities for children to begin hearing and saying the initial sounds in words are not maximised and spontaneous opportunities are often missed. When choosing books in the well-resourced book corner, children sit for some time narrating stories and pointing to main features in the pictures. Children are learning about connections and relationships in numbers, shapes and measures. Most children are able to count up to 10 and some are beginning to count beyond 10. Staff encourage them to use mathematical language when discussing who has 'more' or 'less' straws stuck in their play dough. Children practise their counting skills spontaneously in their play as they count how many worms they have found in the garden. Children confidently identify circle and square shapes and common colours within the pre-school environment and sustain interest in making constructions with a range of three-dimensional shapes.

Children kindly ask staff for help when putting on dressing up clothes, which demonstrates their growing confidence when linking up with others for support and guidance. They are developing skills in self-care as they access the toilet with decreasing support and persevere with the tricky task of putting on Wellington boots. They show a positive self-image as they seek out staff to show them that they have managed to put on their coat without help. Children work well in partnership as they take turns to complete a jigsaw. Children play alongside others who are engaged in the same theme. For example, they wear builders hats and gloves as they carry clipboards and pretend to fix broken equipment. Children explore a range of media and materials through creative activities. They use scissors to cut sunshine shapes from pieces of paper, precisely sticking on pieces of dried pasta and lentils to decorate. Children work creatively on a large scale as they enjoy making green footprints on large sheets of paper. They explore the different sounds of musical instruments as they use a range of instruments to recreate firework sounds.

Children learn about living things and are interested in finding out more as they dig in the garden to find worms and use binoculars to observe birds in the trees. Children are learning about the uses of everyday technology as they use programmable toys, telephones and a computer in their play. Children experience purposeful opportunities to meet people who help them in their local community. For example, they enjoy a visit from the local vet who shows them how to put bandages on their soft toy animals and how to use a stethoscope. Staff make the most of an incidental opportunity by taking children to watch a tyre being replaced on a

car and children respond well by observing and asking questions to find out more. Children demonstrate control as they explore malleable materials such as glittery play dough. They use tools effectively and safely to cut and shape their models. Discussions during snack time demonstrate children's developing understanding of factors which contribute to their good health. For example, they talk about the benefits of eating cheese and milk for keeping their bones and teeth strong and spark a conversation about the importance of brushing their teeth every day.

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

The provision is outstanding.

Children feel highly valued as staff respond with genuine enthusiasm when the children show them their finished creative work. Children pose proudly to have their photograph taken with their friends, helping them to establish an excellent sense of belonging. There is a comprehensive written equal opportunities policy in place which is expertly implemented by staff to ensure that all children are treated as individuals and with equal concern. All the staff are highly motivated in providing excellent provision for any child who requires additional support and are truly committed to providing an inclusive setting. For example, staff provide sensitive and appropriately tailored levels of support for children to ensure they can follow their interests and take a safe and active part in all aspects of the setting. Staff are extremely proactive and well informed about specific learning difficulties and/or disabilities as they work in partnership with parents and foster strong links with other professionals such as the Early Years Area Special Educational Needs Coordinator. As a result, all children progress to their full potential and greatly enjoy their time at the setting.

Children's social, moral, spiritual and cultural development is fostered. Children play very well together, indicating that they understand their role in relationships and are considerate of others. They benefit from a highly calm and supportive approach to behaviour management and learn right from wrong through the consistent boundaries encouraged by all staff. Children are frequently praised for their excellent behaviour, for instance, when sitting quietly at the table at the end of the session as they wait for their parents to arrive. Children confidently approach staff if they are experiencing negative behaviour. For example, they inform staff when other children will not share resources. Children frequently use an extensive range of resources and take part in activities that help them to learn about diversity in their play such as tasting traditional Indian food during an Indian tea and dressing up in a sari provided by a parent. In addition, children listen to traditional stories relating to celebrations including Chinese New Year and Hanukkah.

Partnership with parents and carers is outstanding. The staff are fully committed to working closely with parents to ensure their children are cared for fully in line with their wishes. The staff prioritise ample opportunities to get to know children and their parents as they are invited to an informative welcome meeting and staff make a point of being approachable and readily available at the beginning and end of sessions. Parents receive extremely informative information about the setting including an attractive prospectus which is creatively designed with meaningful information and an overview of the daily routine. Children's well-being and development are effectively promoted as their parents are kept fully informed of their progress whilst at the setting. For example, the planning folder is actively shared with parents and they delight in looking at a 'learning tree' display which includes photographs of their children undertaking activities. In addition, parents are invited to meet with the staff on a regular basis to share their children's assessment records. Children's learning is enhanced as parents receive an informative newsletter each half-term which details the themes that will be covered and includes some

suggestions for items for children to bring in from home to support their learning. For example, during a 'colours' theme, children bring in yellow items from home to add to the display table. Parents are provided with excellent information to enable them to raise a concern or compliment including a comprehensive complaints procedure and a poster detailing the relevant contact number for Ofsted as the regulator. Parents speak very highly of the staff's approachable and helpful manner and emphasise how happy their children are at the setting.

## **Organisation**

The organisation is good.

Children are relaxed and secure whilst at the setting. They are safeguarded by effective recruitment procedures which ensure they are cared for by staff who have been suitably vetted and have very good knowledge and understanding of child development. The well-organised environment and effective systems for staff deployment enhance children's enjoyment and ability to take an active part in the setting. Sessions are organised with clear routines, helping children to feel secure and settled. However, the organisation of daily routines such as snack time and tidying up do not fully maximise opportunities for children to be fully involved and develop their independence skills. Staff work together as a happy and motivated team, with effective levels of communication, which further supports children's care, learning and play.

A range of well-written policies and procedures have been recently reviewed and updated and as a result, they are evident in practice and promote children's good health, safety, enjoyment and achievement. The operational plan clearly details the running of the provision and is readily available to staff and parents.

The leadership and management is good. The effective leadership provided by the supervisor has built a dedicated team who feel fully involved and understand their role in improving the quality of care and the provision of nursery education. Daily discussions and weekly staff meetings ensure all staff have the opportunity to monitor and evaluate the provision and identify areas for improvement. Staff appraisals are conducted regularly to identify strengths and training needs for each member of staff. The group work very closely with other professionals and evidently act upon any advice given. As a result, children benefit from being cared for by staff who are willing to trial and introduce different strategies and practices to build on outcomes for children.

Overall, children's needs are met.

## **Improvements since the last inspection**

At the last care inspection, the provider was asked to ensure children handle scissors safely and hazards in the garden are minimised. Children are well supervised as they use scissors for creative activities, ensuring the risk of accidental injury to children is prevented. In addition, children play safely in the garden as a gap in the fence has now been mended appropriately.

At the last nursery education inspection, the provider was asked to: develop the spontaneous use of mathematical language for simple calculation skills and numeracy in children's play; develop the use of the assessment records to inform short term planning to enable individual children to progress in their learning and monitor and evaluate the education programme to ensure a broad based curriculum is being delivered. Children are developing simple skills in calculation and numeracy as staff make good use of spontaneous learning opportunities such as counting the number sunrays on a sunshine and talking about how many objects would be

left on a tray if one was taken away. Children's individual assessment records have been improved as observations of children's interests and development are now used to determine the next steps in children's learning. As a result, children continue to move on in their learning. Staff monitor the weekly plans and rotate resources frequently to ensure children experience activities covering all six areas of learning and they remain engaged.

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

Since the last inspection 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 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):

- continue to develop the use of relevant guidance such as the 'Birth to three matters' framework, to further enhance outcomes for children under three years
- review the organisation of daily routines to ensure opportunities for children to develop their independence are maximised.

#### **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):

- provide further opportunities for children to begin hearing and saying the initial sounds in words.

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)