

# Happy Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY304906
<b>Inspection date</b>	05/11/2008
<b>Inspector</b>	Susan Linda Capon

<b>Setting address</b>	St Andrews Church Hall, Lower Road, ORPINGTON, Kent, BR5 4AL
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<b>Telephone number</b>	01689 819 303
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**Email**

<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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## **Description of the setting**

Happy Pre-School is a privately owned group which originally opened in 1995. It is registered to Joyce Alimo and moved to its current address in 2005. The pre-school operates from a large room in a local scout hall situated in the grounds of St Andrews Church in the London Borough of Bromley. The group also have access to kitchen and toilet facilities within the premises. There is an outdoor play area available.

The pre-school is open each weekday from 09:15 until 12:00 and 12:30 until 15:00 hours during term-time only. Children attending come from the local community.

A maximum of 26 children may attend the group at any one time. There are currently 36 children aged from two to under five years on roll. The group currently supports children with learning difficulties and/or disabilities. They also support children with English as a second language.

The pre-school employs five staff. Of these, three hold an appropriate early year's qualification. There is one staff member undertaking a recognised early year's qualification.

The group receive support from the local Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance. The pre-school has achieved accreditation status.

The pre-school is registered on the Early Years Register.

## **Overall effectiveness of the early years provision**

Each child's individual needs are well met at all times, enabling every child to make appropriate individual progress and development towards the early learning goals. The motivated, dedicated, consistent staff team provide a stimulating and interesting programme of activities, keeping all the children occupied and interested throughout each session. The pre-school staff use excellent strategies to ensure every child is fully included at all times. Daily risk assessments and suitable toys, activities and equipment ensure the children's safety, during each session. The staff team have developed very good relationships with all the parents and are keen to act on their suggestions to extend the group sessions and develop a more secure outdoor play area for the children. In turn staff are developing parent and children's awareness of healthy eating through discussion and workshops.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to develop plans for developing the parent and children's awareness of healthy eating and suitable foods to be bought for consumption

- during the pre-school session.
- continuing to develop the ongoing plans to provide a more secure outdoor play area for the children.

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

The provider and her staff team have worked hard since the last inspection to continue to develop the pre-school practices and improve the service provided to the children and their parents. All the staff have been fully involved in the 'I Can' training and development, particularly ensuring children with speech and language difficulties receive appropriate support at all times. Staff continue to develop their childcare skills as they attend relevant training opportunities, ensuring they provide the best possible care for every child attending the setting each day. The children's safety is paramount and the rigorous employment procedures ensure every staff member is suitable to work with children. No un-vetted persons are ever left alone with the children, ensuring their safety at all times.

The provider and her staff team continue to self-evaluate their setting well. They include parents' feedback and suggestions to identify their strengths and weaknesses. This enables the staff to continue to develop the pre-school and offer a high quality service to the children and their parents. The excellent systems in place for inclusion ensure all children with English as an additional language are fully included each day. For example, the use of Makaton to demonstrate what will happen next. Children continue to develop their knowledge and understanding of other cultures, race and disabilities through well organised activities including learning about a wide range of festivals and readily available resources. Staff liaise well with other professionals and parents to ensure continuity of care for all the children. One to one care is available for children with learning difficulties or disabilities as required.

The staff team continue to promote parental involvement within the setting. They encourage parents to share their ideas and suggestions to help improve the service provided. Parents are very pleased with their child's development and progress, during their time at the pre-school with many being particularly pleased with their child's easy transition to the local school. Quality information is provided through the numerous notice boards in the pre-school and their children's work is displayed for the parents to see. Parents receive good information about the setting and have access to the policies and procedures which underpin the day-to-day operational practices.

## **The quality and standards of the early years provision**

The children enjoy their time in a very bright, clean, warm and welcoming premises, making them feel at home and part of the group. They race into the setting after the half-term break, demonstrating their enthusiasm for attending the setting and eagerly share their news with the staff team. The hard working staff team consistently provide an extensive range of suitable, stimulating and interesting activities each day, promoting all round development for every child attending.

Innovative small group activities keep the children interested and occupied as they play and learn together. For example, the 'silly soup' activity to promote phonics.

High staffing ratios ensure children are fully supervised when playing indoors and outdoors, during every session. The premises are very safe and secure when the children are present, preventing any child leaving unnoticed.

The children are developing a good understanding of the importance of keeping themselves healthy. They enjoy suitable snacks and know the importance of washing their hands to prevent the spread of infection. However, some children bring unsuitable food into the setting to eat at the start of the session. The staff have taken suitable steps to improve this situation. They have recently incorporated additional information into their literature, regarding suitable foods allowed on the premises and organised a parent workshop to enable parents to develop a better awareness of suitable, healthy foods. Continuous discussions and activities within the pre-school enable the children to recognise healthy foods for themselves. For example, they identify the play food fruit and vegetables as being good for them. Children enjoy practising their pouring skills as they help themselves to regular drinks of water, during the session, or pour their own milk at snack time. They know they need a coat to keep warm when they go outside and take their jumper off when they get hot while participating in music and movement activities.

The staff team are fully conversant with the Early Years Foundation Stage curriculum. They effectively incorporate this into their daily programme, ensuring every child's individual needs for development and progress are considered when planning for the following week. Staff evaluate the activities and daily programme well, recognising when changes are required or repeat activities to ensure they meet the children's needs. Flexible planning takes into account the children's own ideas. For example, staff changed the activity to a music session at the children's request. Staff ensure the daily programme is a good balance of adult-led and child-led activities. The children's all round development is fully promoted by staff, ensuring all areas of learning and development are covered equally. Each staff member knows the children very well. They are able to discuss things that happen in the child's life both inside and outside the group as they develop their awareness of the child's home life and family members. For example, staff asked if children had gone to the park with their cousins, during the half-term break. All staff complete excellent regular observations on all the children, enabling them to chart their development and progress and identify the next steps for progression. Parents are able to discuss their child's development and progress at the start of each session or during an open morning. They are invited to make their own suggestions or comments when reviewing their child's records.

The children enjoy regular opportunities to enjoy the outdoor space through walks with the staff, observing the spider's webs, fallen leaves and watching for the buses and cars as they pass by the pre-school. Older children recognise the bus number and know the destination. They also enjoy opportunities to use the large field nearby. The children are excited about playing in the new secure play area in the near future. Indoors the children enjoy climbing and sliding, using the rockers and jumping over the floor tiles, avoiding the snapping crocodile shapes. Children build with a wide range of construction materials, developing their own models. Staff

discuss the height, width and length of the models, developing the children's awareness of shape and size. All the children enjoy looking at books on their own or with an adult in the book corner. They are developing their awareness of other types of writing as they look at the book written in French and label their Diwali card. They enthusiastically sing the songs chosen through the 'song in the box' activity, following the actions and developing their understanding of simple subtraction. For example, they know how many fat sausages are left, during the song and recognise how to make the number, using their fingers on each hand. Children particularly enjoy developing their creative skills as they paint their own pictures, draw and colour, role play in the home corner and dance to the music, using the coloured scarves as props. The children enjoy using scissors to cut up magazines and several children are able to write their own name, using recognisable letters. Younger children enjoy learning to make marks as they play with the writing materials.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.