

The Partnership of Happy Hands Pre School

Inspection report for early years provision

Unique reference number	EY361710
Inspection date	19/09/2008
Inspector	Sarah Measures

Setting address	Community Centre, Castle Way, Barton Seagrave, KETTERING, Northamptonshire, NN15 6ST
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Type of setting	Childcare on non-domestic premises

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Happy Hands Pre School opened in 1978 and has been under its current ownership since 2007. It operates from one large room in the Community Centre in Barton Seagrave, Northamptonshire. All children share access to a secure outdoor play area. The premises is on one floor and there is access for adults and children with disabilities. A maximum of 35 children may attend the pre-school at any one time. The pre-school is open Monday and Tuesday from 09:00 to 15:15, it is open on Wednesday until 12:45 and sessions on these three days offer a lunch club from 11:30 to 12:45. The pre-school opens on a Friday from 09:00 to 11:30 during school term times only. Children attend from the local area. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. There are currently 35 children attending who are within the Early Years Foundation Stage. The pre-school employs eight staff, all of whom hold appropriate early years qualifications. The pre-school receives support from local authority advisors.

Overall effectiveness of the early years provision

The pre-school provides effectively for children in the Early Years Foundation Stage. Managers and staff show a clear commitment to promoting inclusion for children who are valued as individuals. Key workers work well with parents in order to establish close relationships and to get to know children well and offer them good individual support. Secure systems are established to support children with English as an additional language, children with disabilities and/or learning difficulties and to promote continuity of children's care and education by sharing information with other settings and carers. Comprehensive and well-organised systems are in place to monitor children's learning and development in line with the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve opportunities for children to use books for enjoyment and to explore a range of words and texts
- make sure that risk assessments cover all aspects of the environment
- make sure that parents are asked about any medication that their child needs and provide details of any changes to the prescription or support needed and if the administration of prescription medicines requires technical/medical knowledge then seek individual training for staff from a qualified health professional.

The leadership and management of the early years provision

Managers continually reflect upon the quality of the provision in order to work towards their clear aims for the children, that are shared with parents. Very good informal and written plans with timescales are in place to secure improvement in key aspects of the provision for children. For example, current plans include developing the use of information and communication technology for children and the opportunities for children to enjoy and benefit from a full outdoor curriculum. Managers work in addition to the required adult to child ratios which enables them to monitor the provision closely and to ensure children's needs are being effectively met. Managers act as good role models to staff who are well motivated which in turn helps to create a very warm and positive environment for children.

Key workers communicate daily with parents in order to listen to their views and to keep them up to date with children's progress within the setting. More formal opportunities for parents to view children's developmental records and to share information are available at their request or at organised parents' evenings.

Good policies and procedures are generally in place to ensure indoor and outdoor areas are suitable and safe for children to use, however risk assessments do not consider all daily checks necessary and the security of the provision in order to fully promote children's safety. Well-considered documentation and organisational policies and procedures underpin the effective running of the provision and help to ensure children are well safeguarded. For example, robust staff vetting and recruitment procedures and clear complaints and child protection policies and procedures ensure that children are well protected.

The quality and standards of the early years provision

The pre-school effectively promotes children's welfare, learning and development. Staff make up a well-qualified team supporting the children. Effective staff training and appraisal systems ensure staff have opportunities to develop and further improve the provision for children. High adult to child ratios and well-organised staff deployment ensure children are well supervised at all times. Children are well behaved because they feel secure and are well occupied and because staff set them a good example by treating them with consideration and respect. Good quality staff interactions help children to be responsible and reflect upon the consequences of their actions upon others.

All staff attend first aid and food safety training in order to secure children's health and safety. Children make healthy choices at snack time and independently access fresh drinking water as they wish. Secure systems are in place to meet children's dietary needs, however children's health is not fully considered because providers do not always organise appropriate training for staff to administer prescribed medication that requires medical/technical knowledge.

Staff plan and provide a balanced range of interesting activities for children that promote all developmental areas in fun and interesting ways. However, the book corner is not well organised and welcoming in order to encourage children to select books to enjoy and share with others. Good quality observations that are carefully linked to a comprehensive planning system that effectively considers children's

needs and interests help all children to make good progress towards the early learning goals. Staff show a good understanding of how children learn as they use purposeful discussions in order to help children to think for themselves and make the most of all learning opportunities. Ongoing communications with parents and the good quality written information provided regarding how children learn, helps to ensure parents feel able to support their children and to continue with their learning effectively at home.

The premises are clean and hygienic and the children's environment is well organised so that it is stimulating and welcoming. Space and equipment are well organised so that children are able to develop independence as they move freely and select activities and resources as they wish. There is good space within the indoor play area allocated to physical play and children enjoy using the challenging variety of equipment available.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 registration or 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.

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