

# Happy Days Pre-School

Inspection report for early years provision

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**Unique reference number**

EY101088

**Inspection date**

09/02/2009

**Inspector**

Loraine Wardlaw

**Setting address**

Shorts Road, Fair Oak, Eastleigh, Hampshire, SO50 7EJ

**Telephone number**

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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 Days Pre-school is one of two privately owned pre-school's in the local area, with the same name and opened in 2001. It operates from the village hall in Fair Oak, Eastleigh, Hampshire. The pre-school has the use of the main hall, two smaller rooms and outdoor play space.

The pre-school is open five days a week during term times. Sessions are Monday to Friday 09:30-12:00 and on a Thursday and Friday from 12:45-15:15. Additional sessions run during spring and summer terms on Tuesday and Wednesday from 12:45-15:15 for rising five-year-old's. A lunch club runs on a Tuesday, Wednesday, Thursday and Friday from 12:00 until 12:45. Children attend either for the whole day or sessional.

The pre-school is registered on the Early Years Register. A maximum of 26 children between the ages of two and five years may attend at any one time. It is the group's policy to care for children from two years and six months. There are currently 52 children on roll. The pre-school supports children with learning difficulties.

There are nine staff who work with the children; this includes the owner. Seven staff are qualified and two are working towards early years qualifications. The setting receives support from the Local Authority.

## Overall effectiveness of the early years provision

The quality of the provision is good. Children are happy and settled during their time at

the pre-school because staff take the time to get to know the children well; this ensures all children's individual needs are being met effectively. Good multi-agency liaison means that children with learning difficulties receive positive support to facilitate good progress. Staff consistently engage with children at their level offering good challenge and support which results in successful learning. The provider takes effective steps to ensure the setting is continually improving the outcomes for children through ongoing evaluation involving the whole team.

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

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

- further develop the learning environment to ensure children can easily access an increased amount of resources and view stimulating images, which promote learning across all areas
- further develop the observation, assessment and next steps record system in line with the Early Years Foundation Stage guidance

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

The pre-school is organised well to ensure children's welfare and most of their learning needs are effectively met. Management and staff work closely together, especially at setting up time in the morning, to ensure the smooth running of the pre-school. The experienced and knowledgeable management team monitor the provision and promote staff development; staff bring new ideas to the group after attending training, which are implemented to further benefit the children. For example, children go into small 'key groups' and are given the opportunity to talk and express their thoughts and ideas. All staff and management are involved in self-evaluation and continually make improvements to the provision. They have made good progress since the last inspection and have addressed most of the previous recommendations effectively. Future improvements are well targeted; the setting are aware that more accessible resources are needed to enhance the learning environment further. At present the staff set up each area with their choice of resources. Parents are consulted about the provision through questionnaires and their ideas are acted upon by management. Staff build good relationships with parents who often come in to help at the setting; a thriving 'friends of Happy Days' are involved in fundraising and community events which contributes greatly to the running of the group. Parents are invited in twice a year to view their children's progress records and key staff communicate with parents on an informal, day-to-day basis about children's care and learning. Learning is linked to the children's home through 'take home teddy'; children and parents record what teddy does in the care of the family and then the child recalls the experience when teddy comes back to pre-school. Children's safety is promoted well because the staff team are vigilant; they ensure the play and learning environment is safe and act upon identified risks. For example, they now take the first aid kit up to the play park in preparation for any accidents. Staff have a secure knowledge of child protection procedures and a robust recruitment and vetting procedures ensures that all adults working with the children are suitable to do so. All the required paperwork and documentation is in place and maintained, ensuring requirements are met and children are protected.

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

Children are happily engaged in their learning and access practical play activities which are set up for them each session. They receive good support and challenge from the staff who are on hand during their free play activities to extend and guide as necessary. Children are able to spend long periods of time at their activities; many children are highly motivated at the mark making table using scissors, pens and other materials to design and make their own piece of art, such as a 'banana teddy bear' or an 'angel'. Staff have a clear understanding of the children's individual needs and their next learning steps are identified through regular observations. Staff collate the information they gather, enabling them to implement learning intentions into their play activities during the session. However, the current record system which underpins children's developmental progress is in a process of change and needs further development. Staff have a good understanding of development matters leading to the early learning goals and

interact well with children, asking open-ended questions, encouraging them to think about what they are doing or trying to achieve. Small key-group time has recently been introduced where children have the opportunity to excitedly talk about their home life, to count and problem solve, to choose a question from the tub to answer, or look at and talk about medals, which links into the forthcoming sports day. This key worker time, enables staff to really tune in to children's interests and needs and extend as necessary. Children demonstrate helpfulness when they give assistance to another child who is struggling to do up their coat. They receive daily fresh air and exercise, going outdoors in all weathers. Children learn to keep safe when the whole group go for a walk to the post box, near the shops with assistance from parents to ensure good ratios are maintained. They learn to cross the roads safely and recognise house numbers as they walk past. Children learn about sense of place and time as they walk, pointing out the local library they visit and think about how long it will take for their hand print postcard to reach their home from the post box. Children behave well and those with challenging behaviour receive very good support and guidance from their key worker. All children receive positive praise and encouragement from the staff who use stickers to re-enforce positive behaviour. Children receive good one-to-one support as they prepare the healthy snack, in readiness for the snack bar to open. They know the routine well; washing their hands, pouring their own drinks before sitting down to eat their mid morning snack. Some staff carefully extend children's interests. For example, a group of boys who are inquisitive as they share a fiction and non-fiction book with an adult, go on to spontaneously show the adult how well they could jump. This leads on to the adult taking them over to the 'sports day' interest table to talk and look at different sports.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

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

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 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 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.