

Happy Faces Pre-School

Inspection report for early years provision

Unique reference number EY308187
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Inspector Joanne Wade Barnett

Setting address Hectorage Road, Tonbridge, Kent, TN9 2DS

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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 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 Faces Pre-school was registered in 2002. It is a committee run pre-school which operates from two rooms in a mobile classroom in Tonbridge, Kent. The pre-school is registered on the Early Years Register. A maximum of 36 children aged between two and under five years may attend the pre-school at any one time. Registration also includes both parts of the Childcare Register. The pre-school is open each weekday from 08:15 to 16:00 term time only. Children attend for a variety of sessions each week. All children share access to a secure enclosed outdoor play area.

There are currently 71 children, aged from two to five years on roll. The pre-school is in receipt of funding for early years education for children aged three to four years. The setting currently support children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of ten staff work with the children. Over half the staff, including the manager hold a recognised early years qualification. One member of staff is working towards the Early Years Professional Status. The setting receives support from the local authority and are renewing their accreditation set by Kent Quality Mark.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff have developed their knowledge of children's individual needs well, helping to ensure all aspects of children's welfare, well-being and learning are promoted effectively. Children are able to play and learn in a safe and secure environment. Clear, well-kept records and documentation means staff are able to provide well-informed care for every child. Staff have a positive attitude towards monitoring their practice through self-evaluation. This ensures all staff consistently reflect on their practice and continually make improvements to all aspects of provision.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps are being clearly identified and kept up to date to ensure that information is current on the children
- continue to maintain a regular two-way flow of information, knowledge and expertise between parents and staff, to help support and extend children's learning and development

The leadership and management of the early years provision

The pre-school staff are dedicated early years practitioners who work together well as a committed team. They are building on the improvements and achievements they have already made and identified for the future. Staff development is given good priority and staff are positive about enhancing their knowledge and keeping their skills up-to-date through the completion of additional training. This ensures staff regularly review their practice and make continuous improvement.

Children's learning and development is planned for appropriately. Staff have a secure understanding of children's personal needs and the commitment towards promoting inclusive practice is good. Planning and assessment is individual to each child and there is a good balance of both child-initiated activities and adult-led learning. Observations are regularly evaluated and assessment is linked into planning to ensure children consistently make good progress towards the early learning goals. Although some folders are not kept up-to-date and lack information on identifying children's next steps.

Partnerships with parents/carers are good and feedback obtained from them is positive. Although some aspects of information between parents and staff is unclear. Successful links with outside organisations result in a supportive network for all children, providing consistency in their care. Staff have a very good understanding of their role and responsibilities in safeguarding children. All staff complete appropriate training and are familiar with the procedures to follow if they have concerns about a child's welfare. Appropriate recruitment policies ensure all staff are vetted thoroughly and are deemed suitable to work with children. Risk assessments covering health and safety both on and off the premises are regularly carried out and recorded. For example, there are clear procedures regarding security issues, such as the safe collection of children by persons other than parents.

The quality and standards of the early years provision

Children achieve well as they enjoy their learning and develop very positive relationships with their peers and the staff. The key person system is effective as staff know the children well and have a clear knowledge of each child's individual needs. Children develop good social skills and generally behave well. There is a busy and purposeful atmosphere evident throughout the pre-school. The daily routine is generally planned well and is adapted to meet children's personal needs. For example, the 'milk bar' is a popular place for the children to have a drink and eat with their friends.

There is a good range of activities, toys and equipment suitable for children in the early years age group. The storage is low level, and the boxes and drawers all have pictures/words on the front showing what the contents are. Different learning areas provide different and stimulating experiences for children. There is a quieter section, where comfortable cushions and sofa are used by the children, for relaxing and looking at books or listening to stories. There is also space for tracks or roads

to be laid out and played with largely undisturbed. A role play area contains kitchen equipment with real food and a variety of different dressing-up clothes.

Children develop a strong sense of belonging within the pre-school. They see many photographs of themselves on display and are eager to pick up the camera and take photographs of each other and work they have finished. Children feel listened to and acknowledged as staff take time to engage in conversation with children and are responsive to their individual requests, preferences and ideas. Staff are very sensitive to children and regard all children as individuals. Staff show respect for children and adopt a positive role model for all children to follow. As a result, children are polite to each other and recognise children's differing needs.

The provision for supporting children's health is generally good. The pre-school is clean and well-maintained and many precautions are taken to protect the spread of infection. Personal care routines are taught and children quickly learn these. Visual aids to help children understand the routine are starting to develop, providing further opportunities for children to become more independent. Toys are regularly sterilised and appropriate cleaning routines ensure hygienic practice. Children understand the importance of good health and recognise why healthy eating is important to promote their development. Meal times are relaxed and children benefit from nutritious meals and snacks.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met