

Happy Days Pre-School Playgroup

Inspection report for early years provision

Unique reference number	113509
Inspection date	23/03/2010
Inspector	Daphne Prescott

Setting address	The Scout Hall, The Street, East Preston, West Sussex, BN16 1HU
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Type of setting	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*.

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Description of the setting

Happy Days Pre-School Playgroup is privately owned and has been a registered provision since 1989. It operates from a scout hall in East Preston, West Sussex. Children have use of the main hall and a smaller adjacent room with toilet and washing facilities provided close by.

A maximum of 30 children aged from two to under five years may attend at any one time. It is the policy of the pre-school to accept children from the age of two years and six months. The pre-school is open from Monday to Friday, term time only from 9am until 3pm each day except Thursday, when the pre-school closes at 12.55pm. The setting also offers morning and afternoon sessions and parents have the option to collect their children at 12pm or allow them to stay for lunch club until 12.55pm.

There are currently 42 children aged from two to four years on roll, children attend different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs seven staff including the manager; all staff hold appropriate early years qualifications. The setting is registered by Ofsted on the Early Years Register. The group receives support from the Early Years Development & Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team are kind and caring towards the children, which helps them feel safe and secure in their environment. Children are making good progress in their learning and development as the staff team plan and provide a wide range of interesting activities. The setting offers an inclusive service and are fully committed to working in partnership with parents and other inter-agencies meeting children's individual needs. Generally all of the required documentation is in place. The setting regularly evaluates their practice to make sure that priorities for development are identified and acted on; demonstrating keen commitment to continuously improve the service for children and their families.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a risk assessment is completed for the premises and any outings undertaken by the children; include details of how children are protected from

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potential risks and ensure the record states clearly when it was carried out, by whom, date of review and any action following a review or incident (Documentation).

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

- update policies and procedures to ensure that they contain all the required information
- continue to establish links with other settings who deliver the Early Years Foundation Stage to help promote continuity in children's care and learning.

The effectiveness of leadership and management of the early years provision

The owner/manager and staff work extremely well together and they all work as part of the team, and provide positive role models for the children. The owner/manager works directly with the children and staff, and steers the work of the setting very effectively. The staff team are well deployed, which ensures the children are well supervised and supported in all activities. They are generally aware of their responsibilities to safeguard children. However, there are no records of risk assessments for the premises or outings. This is a specific legal requirement. This does not affect children's safety because the setting is extremely observant to children's safety and promoting the welfare of all children. For instance, a visual risk assessment is completed each day for the premises and when children are taken on outings to identify and minimise obvious safety hazards. Effective systems are in place to ensure children's safe arrival and departure. In addition, all visitors to the premises are recorded to further safeguard children. Children's welfare is also safeguarded due to the staff's secure knowledge and understanding of child protection procedures. They recognise the need to inform and work with relevant agencies in ensuring that children's welfare and safety is paramount. Furthermore, rigorous staff recruitment procedures mean that staff are suitable to care for children.

The play hall is attractively set up to entice children to play on arrival and staff plan the use of space to enable children to move around with ease. They also operate a free flow system between the in and outside play areas at different times during the day, enabling children to choose between playing in and outdoors. Children make choices from the wide range of toys and resources, which underpin their successful play and learning experiences. The setting promotes inclusive practice, all children make equal progress because their individual needs are taken into account and they are encouraged equally to access the play opportunities on offer. The staff team are also observant of children who sometimes choose to play on their own, and use activities to secure their involvement and encourage them at times to play with their peers.

Partnership with parents and carers is good. A key strength is the way that the setting reaches out to parents/carers. Informal discussions, notice boards and

digital photo slide shows promote good communication systems and reassure parents/carers that their children are happy in the setting. Parents make positive comments about the provision, particularly in relation to the excellent approach of staff, the relaxed and welcoming atmosphere, and the good progress their children are making. They are positively encouraged to be involved in their children's learning, for instance, by the use of home contact books. Parents also have access to their child's learning profiles which clearly demonstrate how they are making good progress in their learning and development, and evidence is supported by the use of photos and the children's own work. The setting works very effectively with parents and other professionals to identify individual learning needs and work proactively together to provide good care and learning opportunities for children, promoting inclusion for all. The setting has established links with the local school to support children's transition into school as they visit and take photographs. The setting also welcomes the teachers to come and visit the children at their pre-school to help them to become familiar with the people they will encounter when they start school. However, the setting has not yet forged links with other settings that some children attend to help them provide continuity in children's care and learning.

The owner/manager and staff are very dedicated and take great pride in their work and they are consistently striving to make ongoing improvements. Through regular discussion and evaluation, seeking advice from the local authority, and accessing funding for new resources to further promote positive outcomes for children. The owner/manager is very pro-active in ensuring that she involves staff, parents and children when identifying strengths and areas for improvements. For instance, parental questionnaires are used and comments are welcomed and acted upon to make improvements. They have also placed a strong focus on developing the planning and assessment procedures for the early learning goals to benefit children's learning opportunities. The setting is currently in the process of reviewing all their policies and procedures, they have recognised that some of them lack the necessary details. For instance, the complaints and child protection procedures lack information on how a concern would be dealt with. Nevertheless, while there are some omissions in the organisation and management of policies this in no way endangers the children who are looked after well on a day-to-day basis. The recommendations set at the last inspection have been thoroughly addressed, which shows commitment and ability for continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children are very happy and settled in this setting as the staff team work effectively and enthusiastically to provide a nurturing and stimulating environment for the children. The children are motivated, enthusiastic, and independent within their play. This is because their learning and development is fully supported through the positive interaction and communication from staff. Children make good progress in relation to their starting points and capabilities. Staff have a very secure knowledge of children's individual abilities and systematically observe and monitor children's progress and identify their next steps in learning. They use these observations when planning activities, and ensure that children's individual

learning aims are promoted.

Children are introduced to positive learning experiences, which help to prepare them for their future learning. Children laugh and smile with enjoyment, as they engage in a wide variety of activities. They enjoy making marks using resources such as chalks and pencils, and are confident in talking about their creations. Many words and letters are displayed so children begin to understand that print carries meaning and this is reinforced by children writing in the role play area. Children increase their imagination as they dress-up and join in make-believe play as they play vets. They learn about the features of plants and living things, for example, through planting flowers and vegetables in pots and grow bags in the garden, and looking at frog spawn in small containers in the setting. Children have good opportunities to access computers, and are skilled at using the controls and operating programmes. Children find out how things work as they use the Sellotape dispenser and play telephone. They show a keen interest in problem solving as they fit puzzles together, fill and empty containers in the sand tray, and build with construction toys. Children recognise and name shapes such as circle, triangle, and square as they make shapes with the play dough. They recognise colours and identify numbers and are able to count the number of rods they have lined up on the table. Children's understanding of diversity is promoted through a good range of resources that reflect positive images, and through cultural celebrations related to Easter and other festivals. The broad range of art and craft activities helps children to develop their creativity. They enjoy looking at daffodils in a vase which then helps them to create their own designs as they make cards for Easter. Children have fun during music and movement sessions, which expose them to action songs, rhythm and rhyme. They dance freely and with enjoyment to music, and explore the sounds of singing loudly and quietly. Children's language skills are developed very well in the setting as they take part in conversations and become more confident in explaining their work, ideas and opinions. For example, they talk about using the binoculars to look for squirrels in the trees outside in the garden. Story time is thoroughly enjoyed by the children as they interact enthusiastically, encouraged by the staff's props and presentation of the story to gain children's interest as they listen intently to the story of the 'Three Little Pigs'.

The children are offered a range of nutritious snacks which contribute to a healthy lifestyle. They show good self-help skills as they serve themselves raisins and a lovely variety of fresh chopped fruits and vegetables. Children help themselves to drinking water throughout the day to quench their thirst. At lunch time, children sit comfortably together to eat their packed lunches and they are encouraged to be sociable as they chat to their friends. They are familiar with the routine as they wash their hands at appropriate times to minimise the spread of germs. Children learn and talk about their own safety, for example, as they are encouraged to remember how to use the indoor climbing apparatus and slide. They have regular opportunities to practise fire drills to develop their awareness of emergency evacuation procedures and details are logged of these practices. Children are well behaved and cooperative and they are developing good manners as they are encouraged to say please and thank you at appropriate times by singing the please and thank you song. Staff offer praise and encouragement to help them to achieve and become curious learners. All children enjoy fresh air and exercise; they are able to make good progress in their physical development. They have the

opportunity to steer wheeled toys outside in the fresh air. Children show good balance and coordination as they have a great time navigating themselves around the obstacle course. They use the climbing frame and slide with great confidence and control as they climb and slide down the slide with great enjoyment.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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