

Happy Days Under Fives

Inspection report for early years provision

Unique reference number	254098
Inspection date	08/02/2010
Inspector	Robert Greatrex

Setting address	Barnham Broom Primary School, Norwich Road, Barnham Broom, Norfolk, NR9 4DF
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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 Under Fives opened in 1996 and is on the Early Years Register for a maximum of 14 children from two to five years of age. 15 of the 17 children currently on roll receive funding for nursery education. The pre-school is run by a committee. It operates from a mobile classroom within the grounds of Barnham Broom Primary School from Tuesday to Friday, and in the village hall on Mondays. The pre-school can support children with special educational needs and/or disabilities and those who speak English as an additional language. It opens from 9.00am until 11.45am five days a week during school term-times. Access to the building is via three steps. Children share access to a secure enclosed outdoor play area. Both of the staff working with the children have early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop well because their welfare is given high priority and the pre-school works very closely with parents and other partners. Staff are an effective team and safeguarding is fully in place, in this fully inclusive environment self-evaluation is embryonic but management is superb and staff constantly strive to improve so the pre-school has good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure provision at the village hall is as age-appropriate as at the mobile
- ensure accommodation, both inside and out, is fit for purpose.

The effectiveness of leadership and management of the early years provision

Happy Days Under Fives is well led and managed so everyone knows their roles and their differing skills are used effectively. Parents state that staff are 'extremely welcoming'. Important areas, such as finance, are very effectively managed so the pre-school runs efficiently. Each day's routines run smoothly because clear policies are known, understood and fully implemented by staff. A good start has been made on self-evaluation but the views of parents and all staff and committee are not yet included. Good capacity to improve is demonstrated by clear plans to improve and replace the accommodation later in the year so it is suitable for children and adults with disabilities.

Resources are used efficiently. Staff are a significant reason why this provision is good because they are well qualified and understand how children learn and develop. They welcome annual appraisal which helps clarify their training needs.

Already very skilled, they constantly strive to improve, both through training and visiting other settings to see good practice that they may usefully use in Happy days. Equipment is well cared for. Children benefit from generally being able to access what they choose. Where this is not the case, for example, in the book corner and art area, a clear action plan exists. Storage is limited so potentially hazardous high-level open shelves are currently used. Again, the pre-school has plans for improvement. Clear plans also exist to improve the accommodation generally. At the moment, although much is done to make it attractive for children, indoor accommodation is barely adequate because important maintenance is overdue. Accommodation outdoors is planned to offer a full range of learning activities but lacks any covered area to shelter from inclement weather. Furthermore, approximately half cannot be used currently because it is considered unsafe.

Equality and diversity is celebrated in many ways and embedded in policies and procedures. Different backgrounds are valued and everyone is made to feel they belong at pre-school. Parents state that they feel that much is done to make their children, and them, feel welcome. Children enjoy a good range of opportunities to explore and experience customs, traditions and beliefs other than their own. Inclusion is a particular strength. Parents state that their children's needs are quickly recognised and staff 'go the extra mile' to ensure they settle in and have interesting tasks closely matched to their interests and abilities.

Safeguarding is seen as paramount. Staff, committee and other volunteers are checked. Systems at the start and end of the session are clear to ensure children's safety. Risk assessments are thorough. Staff have good first aid training and awareness of health and safety in all aspects of the pre-school.

Partnerships are good. Links with the local school are close and include visits from school staff and visits to school. Parents state both are beneficial in ensuring a smooth transfer to school. Both pre-school and school have plans to extend this further. The pre-school works closely with the local authority and provision for all children benefits.

The partnership with parents is excellent. Parents are full of praise for how the pre-school works with them, from the moment their children start. New children settle very quickly because they and their parents are made to feel welcome and given the time they need to adjust. After a few weeks, staff canvass parents' opinions to ensure they are doing everything they can to meet children's needs. As a result of the pre-school asking parents' opinions, regular formal meetings are being introduced to give parents greater chance to review progress, particularly using the detailed information available in the 'learning stories'. The home school diary is seen by parents to be particularly beneficial because it gives them both an insight into what has taken place in the pre-school and the opportunity to share information from home. Children benefit directly because learning at pre-school or home can be extended in the other. Children benefit indirectly because their confidence and self-esteem grows from knowing how closely their parents and staff work together. Always looking to improve, engaging fathers more is a current focus of staff.

The pre-school meets children's needs well, much better than when last inspected. Planning is much improved because information from parents and observations of children are used more effectively to record what has been achieved and children's next steps in learning. When staff observe inquisitive children pretending to cook in the sand area, they plan opportunities to cook later.

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

Children achieve well because they have good attitudes to learning, they try hard and persevere with the interesting activities available. As soon as they arrive, they quickly settle and become engrossed. They self-register, using their picture or name label. Staff prepare them for school well, for example, modifying the routines of the day as school approaches to include activities, such as more formal registration. Parents feel their children are making good progress, particularly in their social development. Children with special educational needs and/or disabilities do well because the pre-school seeks advice and closely follows suggestions from outside agencies and specialists. Parents say the needs of these children are particularly well met.

Children are confident they are safe because they know staff give the highest priority to their care. The bond with all staff is close, but particularly so with the key person. Staff view each child as unique and tailor provision to meet their needs. Children themselves are beginning to develop good habits and an awareness of their own safety and that of others, for example, when moving around the room. Parent's state care is a strength of the pre-school. They say their children feel happy and valued by staff, and consequently do well. Rapport between staff and children is very good, they say.

Because staff train and teach them well, children are beginning to understand the importance to their well-being of exercise and a healthy, balanced diet. Staff ensure hands are washed, and explain why. Snack-time is a pleasant, social occasion. Children generally have good levels of independence; choosing from a range of fruit, spreading margarine on toast and helping to clear up afterwards. However, this is not always the case when they are at the village hall. Recommendations from the last inspection, to offer water outside and use disposable paper towels, have been implemented.

Children generally have good opportunities to select equipment for their own activities and consequently persevere, achieve well and make a positive contribution. This is less so on days spent at the local hall where choice is more restricted, partly because resources cannot all be duplicated and partly because the building is multi-use so resources and equipment have to be easily stored. The majority of parents spoken to, feel using two sites is disadvantageous. Children are very keen to participate and enjoy each other's company. On the very rare occasion they do not, staff have effective techniques to resolve issues quickly. Children sustain interest, so learning is of good quality.

Children are beginning to learn skills for the future well. They are beginning to

understand how communities make decisions because they were asked their individual opinions of snack time, and saw how their collective views made a difference.

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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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