

Happy Days Pre-School - Bishopstoke

Inspection report for early years provision

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EY345893

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28/04/2010

Inspector

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Setting address

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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 is privately owned and opened in 2007. It operates from the community centre in Bishopstoke, Hampshire. The pre-school has use of the main hall and an outside area. It provides care mainly for children from the local community.

The pre-school is registered on the Early Years Register for 26 children aged from two years in the early years age group. There are currently 58 children on roll. The pre-school is open five days a week during term time only. Sessions are from 9.30am until 4pm Monday to Thursday and 9.30am to 12.30pm on Friday. There are eight members of staff who work with the children. There are six with early years qualification and one member of staff is working towards the Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers an exciting and stimulating environment where children are extremely happy and settled. They make good progress in their learning and development because they are well-supported by the dedicated team of staff who know them well and have a clear understanding of their roles and responsibilities. The pre-school are keen to develop the service they provide and maintain good quality, however, systems for evaluating practice are not always rigorously completed to ensure all improvements are identified or addressed. Partnership with parents is a clear strength and contributes towards children's confidence and their individual needs being met.

What steps need to be taken to improve provision further?

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

- ensure medication records record prior parental consent and details of the medicine given to children (Documentation) 13/05/2010
- ensure the record of risk assessment details when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 13/05/2010

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

- increase the range of activities and resources to raise children's awareness of diversity and the wider society
- develop the self-evaluation systems to reflect on all aspects of the provision

so that all areas for improvement are identified and addressed.

The effectiveness of leadership and management of the early years provision

Effective systems are in place for ensuring children are safe and well-cared for. Staff have a good understanding of safeguarding procedures and know what to do if they have concerns about a child in their care. Robust recruitment and employment procedures ensure staff are suitably qualified and experienced for their role. Effective induction, ongoing appraisals and regular team meetings ensure they have a thorough understanding of their responsibilities and a good knowledge of the children in their care. Most documentation is in place and maintained securely. However, medication records are inconsistently completed and do not always include all the required information in a confidential format and written risk assessments do not include all required details, both of which constitute a breach of the regulations. Children's health and safety are not compromised because medication is provided by parents and fully discussed with them prior to administration and staff are vigilant in supervising children at all times and ensuring the premises are safe.

Staff and management are keen to provide a high quality service for children and parents. They liaise with the local authority and generally keep up to date through ongoing training. Some areas for development are identified and clear improvements have been made which have successfully improved outcomes for children. For example, the introduction of continuous play provision and free-flow between indoors and outdoors has positively encouraged outdoor play and a healthy lifestyle. The pre-school has plans for further development of the outdoor area and the professional development of staff. However, evaluation arrangements do not always effectively identify all areas for improvement, such as documentation, or ensure all identified weaknesses are continually addressed. Most recommendations raised at the last inspection or by the local authority have been addressed or are in progress, although some have yet to be addressed. For example, the written safeguarding children policy is not fully up to date in accordance with current guidance.

The pre-school effectively works in partnership with parents to support children's individual needs. Parents are well-informed about the pre-school through regular newsletters, an informative prospectus and access to the operational plan. Time is spent exchanging information with prospective parents and organising introduction visits so they can make an informed choice about the pre-school. Children's progress records and their next steps for learning are shared with parents termly and provide opportunities for them to contribute their views and children's learning at home. Parents comment on how satisfied they are with the care their children receive. They appreciate the effective arrangements for exchanging information about their child and value the approachability of staff. Good arrangements are developed with other professionals and settings that children attend so that they can work in partnership to provide consistent support for children.

Staff know children well which enables them to ensure they make good progress in

their learning. Suitable support is beginning to be put in place to support children who have English as an additional language. Key words of their home language are gathered and there are plans to introduce picture cards to support communication and to help them understand what is expected. There are some resources and activities that promote children's awareness of diversity and the wider world, although because staff are not confident in this area, they are limited. Overall, there is a good range of resources available and generally, space is organised very well so children can develop a wide range of games indoors and outdoors. Play areas are attractively presented with posters and displays which follow children's interests and topical themes. Staff are deployed well to support children's learning and enjoyment.

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

Children enjoy their time at the pre-school. They arrive confidently and are eager to explore the resources available, particularly outdoors. They are busy and motivated learners who develop their independence in making choices about what they want to do and selecting resources for themselves from accessible shelving. Children demonstrate a clear sense of belonging in the confident manner in which they move around the pre-school and interact with staff. Their emotional well-being is carefully promoted and, as a result, they feel safe and secure. They benefit from staff involvement in their play and the clear behaviour management strategies which help them to understand what is expected and, consequently, they behave well. Communication and mathematical skills are extended through relaxed conversations and activities. Children enjoy books and listening attentively to stories. They are beginning to identify their names and some sounds and letters. They count, identify shapes and solve simple problems such as how many are left during number songs.

There are good opportunities for children to learn about the environment, living things and their local community. Children are introduced to family pets and learn about their care, meet a police officer and go on outings. Role-play themes and activities are often linked to reinforce children's learning, for example, they have a pet shop, a police station and a hairdressers. They are beginning to gain an understanding about diversity and the wider society through some activities and experiences they participate in. They visit the local church at harvest festival, create a dragon and eat noodles for Chinese New Year and enjoy Christmas activities. There is a strong focus on showing respect for each other, being kind and sharing. At circle time or in key worker groups children are encouraged to share their own experiences and events that are significant to them.

Children make good progress towards the early learning goals. Staff know children well and their individual interests. They make sure these are incorporated into activities offered alongside promoting their next steps for learning. For example, when children are particularly interested in trains staff make sure the engines and track are available and trains are included in the choice of books and puzzles. When children are not interested in mark-making indoors they are encouraged to try using chalks outdoors. Many children went to the circus when it visited the local

area. Staff then organised a display and activities to link with this and prompt discussions. Children's progress folders demonstrate the wide variety of experiences children enjoy and evidence their achievements. Effective tracking ensures staff are able to focus planning to ensure all areas of learning are covered and progress monitored.

A healthy lifestyle is encouraged. Children enjoy plenty of fresh air because the outdoor play area is used whatever the weather. They have their umbrellas in the rain, sledging in the snow and a host of activities when it is fine. They develop their physical skills in using a variety of wheeled toys as they manoeuvre around obstacles and each other, although sometimes this can disrupt the play of other children when they are using the same area. Hand-eye coordination is effectively encouraged as children gain skills in using a wide variety of tools and materials. Children are generally encouraged to develop good hygiene habits such as washing their hands and using tissues for their noses. However, children do not use utensils when helping themselves to their snack and sometimes handle the fruit and then return it to the plate which poses a risk of cross infection. Healthy eating is positively encouraged at snack time and during lunch club. Children notice the healthy foods display and staff effectively follow this interest in order to extend their understanding. Overall, children flourish in the well-resourced, challenging and supportive environment offered.

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	3

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	3
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	2

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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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