



Happy Pre-School

Inspection report for early years provision

Unique Reference Number	EY304906
Inspection date	07 November 2005
Inspector	Susan Linda Capon

Setting Address	Scout Hall, Lower Road, St Mary Cray, Orpington, Kent, BR5 4AL
Telephone number	01689 629 775
E-mail	
Registered person	Joyce Alimo
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Happy Pre-school is a privately owned group which originally opened in 1995. It is registered to Joyce Alimo and moved to its current address in 2005. The pre-school operates from a large room in a local scout hall situated in the grounds of St Andrews Church in the London Borough of Bromley. The group also have access to kitchen and toilet facilities within the premises. They serve the local community. A maximum of 26 children may attend the group at any one time. The pre-school is open each

weekday from 09:15 until 12:00 and 12:30 until 15:00 hours during term time. There is an outdoor play area available.

There are currently 38 children aged from 2 to under 5 years on roll. Of these 24 receive funding for nursery education. The group currently supports children with special educational needs and English as a second language.

The pre-school employs six staff. Of these, four hold an appropriate early years qualification.

The group receive support from the local Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

All the children are developing a good understanding of how to keep themselves healthy and free from infection. They use sound hand-washing routines for the majority of the session although the children do not wash their hands prior to having their snack. All the children are aware they should use a clean beaker when they freely access the drinking water readily available throughout the session. Older children know it is to prevent "catching germs". All the staff use good hygiene routines throughout the session in line with the group's well written health and safety policies and procedures. Staff clean the tables appropriately prior to using them for snack time, use different coloured cloths for cleaning and washing-up and wash their hands prior to handling food. The children receive appropriate treatment when they have an accident and staff maintain good accident records. Staff do not record some incidents separately.

The children enjoy physical play on a daily basis. They enjoy outdoor activities on a regular basis including hunting for fallen leaves and looking at spider's webs as they explore the outdoor play area. A good range of physical activities are readily available on a daily basis and the children are developing their awareness of when they need to take a rest or have a drink. All the children enjoy playing with the balls and using the climbing equipment to develop their jumping, sliding and climbing skills. Younger children observe the older children well and copy and learn from them, for example, they are developing their confidence when they kick a ball to one another.

The children are developing a good understanding of healthy eating as staff support this learning through the well organised topics throughout the year, for example, topics looking at healthy eating. All the children eat a healthy snack at each session and are encouraged to try new foods when discussing different topics, for example, food from other countries. The children drink milk or water at snack time. The children sit down as a whole group for snack time with a staff member at each table. They enjoy the social occasion talking and listening to one another and discussing the activities for the day. The individual dietary needs of all the children are always

considered and the children receive appropriate food in agreement with the parents' wishes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are very safe and secure in the setting. Staff ensure the premises are clean, safe and suitable for the children's use before the children arrive, for example, they check the toilets are clean and the equipment provided is safe. The children are unable to leave the premises unnoticed during arrival and collection periods as the staff are very vigilant and monitor the access to the provision. The well deployed staff provide appropriate care when the children are on the premises ensuring all exits are fully secure. All the children are developing an awareness of how to keep themselves safe and know the rules of the setting, for example, they know they must not run indoors. The staff extend the children's knowledge and understanding of safety during topics and stories, for example, the staff member explained about the dangers of using matches. Staff maintain a good risk assessment plan which they regularly review to ensure the safety of the children at all times. The children participate in regular fire drills suitably recorded by the staff.

The children benefit from the staffs hard work as they make the environment very pleasant, well organised, bright, clean, warm and welcoming. The children have access to a good range of suitable toys, equipment and activities freely available for individual selection during the session. They have access to suitable areas for playing, resting, eating and drinking. All the staff have a very clear understanding of child protection procedures in line with the local Area Child Protection Committee procedures ensuring the safety of the children at all times

Helping children achieve well and enjoy what they do

The provision is good.

All the children are happy, and enjoy spending time at the pre-school. New younger children settle quickly and become fully involved in all the group activities. On arrival children settle quickly and select an activity of their choice from the good range of toys and activities readily available each session. All the staff are knowledgeable about the early learning goals and stepping stones and support the individual development and learning of each child very well. The children interact well with one another and the staff team, developing good communication and listening skills. They are keen to share their news with the adults and other children, for example, discussing bonfire parties. Occasionally the children are participating in whole group activities which do not provide for their individual needs and prevent them having a meaningful experience.

Nursery Education

The quality of teaching and learning is good. Children are very interested, motivated and keen to explore the varied range of activities provided on a daily basis. Good

planning ensures the children have the opportunity to participate in a wide range of activities and ensures good rotation of equipment. There is a good balance of adult led and free play activities each session. Children extend their creativity through the staff's knowledge and understanding of ensuring they do not over direct the children, for example, making firework pictures. A good range of messy play activities are available each day. Most of the children listen well to stories and some are able to re-tell their favourites, for example, Chicken Licken. All the children are aware print has meaning and use books appropriately, for example, they hold the book the right way up and turn the pages one by one. Every child is readily making marks and representing their ideas, for example, children write lists in the home corner. Older children confidently write their name using distinguishable letters. The children develop their imagination through the well organised role play areas and art and craft activities. They explore a wide range of textures and materials and are developing their senses, for example, they collected leaves and explored their texture and smell. Children are developing their understanding of mixing colours at the free painting activity discussing the new colours they have made in their picture.

All the children are developing their numeric skills with many counting confidently to 10 and beyond as staff support their mathematical learning through the range of activities available daily, for example, counting the number of children at the snack table and counting the number of bananas in the home corner play food. They are developing their knowledge of simple calculation and using simple mathematical language when filling their beakers at snack time and matching the leaves at the art and craft activity. Children are developing their physical skills through the good range of daily activities available including music and movement and the use of large climbing apparatus.

Staff and parent's work together and share information about each child's abilities prior to starting at the group. A key worker aids the individual child's progress and development through the early learning goals. The well organised curriculum is topic based, identifies the early learning goals and the adult role for each activity. The staff fully evaluate the planning and identify what does or does not work and add suggestions for future plans. Staff complete a termly progress and development record based on the regular observations of the individual child. It is not always clear how the children's next steps link to the planned activities. Parents discuss their child's individual development and progress on a regular basis and are encouraged to include their own comments and views.

Helping children make a positive contribution

The provision is good.

The partnership with parents is good. Staff welcome the parents and children by name, making them feel part of the group. The children and their families are fully valued, respected and treated as individuals. Each child has their own key worker providing additional opportunities for developing good relationships with staff and reinforcing the child's security and sense of belonging. The children attending are from a range of ethnic backgrounds extending the children's opportunities to learn more about other people and their cultures, for example, the children are developing

their language skills as they learn new words in French. All the children have access to a good range of resources reflecting positive images of other races, cultures and disabilities. They are developing their independence skills and making their own choices throughout the session, for example, selecting their own activities and pouring their own drinks. Staff support children with special needs well and provide one to one support when required. Children with English as an additional language are fully supported by the staff team, for example, staff learn important words in the child's own language to help them understand the child's individual needs. The group incorporates Makaton into their daily practice ensuring all children are fully included, for example, during registration. This positive approach fosters children's spiritual, moral, social and cultural development well.

The majority of the children are confident in their surroundings. New, younger children settle quickly as the group operates a good settling in procedure for all the children. The children develop good relationships with the staff making them feel safe and secure in the setting. All the children behave well. They are aware of the group rules and are developing their understanding of right and wrong. Staff praise and encourage the children's efforts developing their self esteem and confidence. The children are developing their social skills and good manners, for example, they use please and thank appropriately, share the toys well and wait their turn to pour their drinks at snack time.

The staff team have good relationships with the children's parents. Parents find the staff very approachable, welcoming, friendly and helpful. They receive good information about the setting through the informative news letters, prospectus, parent notice board, photographs, open mornings and the group's policies and procedures. The parents are encouraged to be fully involved in their child's care and development and provide the staff with information to enable them to provide suitably for each child. Staff share information about the child with the parents, for example, accident records and written observations charting progress and development.

Organisation

The organisation is good.

The leadership and management is good. All the children are well cared for and safe at all times. The well deployed, dedicated, consistent, organised staff team work very well together. They are aware of their individual role for each session and follow the groups daily planning to provide good resources and activities on a daily basis. Staff maintain a good daily staff ratio enabling them to fully support the children's development and learning at all times. There are suitable systems in place to cover staff absences. The provider is very clear about the recent changes to the National Standards and has suitable systems in place to manage these appropriately.

The premises are well organised providing good play provision throughout the session. An excellent registration system ensures staff are always aware of who is on the premises at any time. This in turn ensures the children's security and safety. Staff have some understanding of the Birth to Three matters documentation incorporating them into the setting appropriately. Additional training in this area is booked for the

near future. All the required documentation and records are in place and support the health, safety and well-being of the children attending. The provider regularly reviews the group's policies and procedures to keep them up to date and relevant.

The provider has a clear vision for the group's future development to improve the service she provides. All the staff are keen to improve their child care skills and regularly undertake additional training, for example, child protection training and the role of the special needs co-ordinator. One staff member has recently completed her National Vocational Qualification level 3 in child care. All staff are fully supported in the training and development they wish to undertake. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the children follow good hygiene routines at all times to protect them from infection and cross-contamination.
- ensure all incidents are recorded separately to accidents.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure the children are grouped appropriately throughout the session.
- develop the observations of the children to identify individual children's next steps and show how these are incorporated into the planning of activities.

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