



# HAPPY FACES PRE-SCHOOL

Inspection report for early years provision

<b>Unique Reference Number</b>	200610
<b>Inspection date</b>	07 March 2006
<b>Inspector</b>	Sheila Dawn Flounders
<b>Setting Address</b>	Coleshill Road, Atherstone, Warwickshire, CV9 1BN
<b>Telephone number</b>	01827 718080
<b>E-mail</b>	
<b>Registered person</b>	Happy Faces Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Faces Pre-School opened in 1992 and operates from a church hall in Atherstone, Warwickshire. The premises includes a large playroom and an additional side room with associated facilities. A maximum of 28 children may attend the setting at any one time. The setting is open each weekday from 09.30 to 12.00 term-time only, with an optional lunch session until 13.25. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from 2 years 6 months to under 5 years on roll, mainly from the local area. The pre-school currently supports a number of children with additional needs, and is also able to support those who speak English as an additional language.

The pre-school employs 5 staff, most of whom hold appropriate early years qualifications. The pre-school receive regular support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children have good opportunities for physical play both inside and out, with the outdoor area used daily unless the weather is bad. Staff are aware of the benefits of fresh air and exercise and ensure that children access both to learn about healthy living. They are all aware of simple good health and hygiene practices and co-operate well to have their hands washed after messy play and before eating, older children doing so independently. Children stay healthy because there are satisfactory measures in place to prevent the risk of infection, such as the cleaning of tables during the session with the premises cleaned daily. The infectious illness policy informs parents and carers when not to send their children, as the setting will not care for children when they are unwell. All staff are qualified in first aid if children are taken ill during a session. Children are sufficiently nourished by the healthy snack provided by the staff, who have an adequate knowledge of food hygiene. They have satisfactory access to drinks at snack and meal times, with additional drinks provided on request or during warmer weather. Parents currently provide packed lunches for those who stay. All children have their health and dietary needs met because the setting works with parents to ascertain what these are before they attend. Staff are skilled at managing the health care of children with specific medical conditions and they give medication only with prior parental consent.

Funded nursery children make good progress in their physical development. They move around the setting in confidence, with control over their actions. During outdoor play they negotiate paths around the trees as they pedal the bikes, sometimes at speed, demonstrating a good awareness of space and improving their large movements. Through rhymes and topic work they are aware of the basic features of their bodies and work on keeping healthy is planned. All funded children have many good opportunities to use small equipment such as scissors, glue spreaders, paintbrushes, rollers, cutters, pencils and various types of construction in worthwhile activities which enable them to increase their control over their finer movements.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming and secure environment where staff are vigilant about their safety at all times. Additional security is maintained at the internal

door due to public access to the rest of the building. Children play in adequate space, which is divided appropriately into a quiet room, table top activities, floor activities and outdoor play space. Additional focussed activities are made available by the use of the church vestry and the main church is used by the children to perform concerts for their parents. The premises are made welcoming and bright for children, with their own coats racks and lots of displays of their creative activities around the room. The children only use suitable and safe equipment, with staff particularly watching new or younger children with activities such as cutting and painting until they are aware of the routines involved. General risk assessments are in place, so that staff are aware that one of the radiators is very hot, but these do not cover specific higher risk activities such as cooking or outings. Although there is an outings policy in place and permission is gained from parents for these. Children learn to protect themselves through regular practising of the emergency evacuation drill, which is done at various times to ensure that those who attend part time are all included. In the summer they are introduced to the 'Smart' sunscreen policy, so that they all use cream, wear hats and use the shade in the outdoor area. Children are further protected because the staff understand their role in child protection and know what procedures to put in place when necessary. This includes how they would react to a situation concerning a staff member, although this has not been recorded in their policy.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children develop confidence and self-esteem as they are free to access the toys and equipment on offer. They are interested in what they do and play for extended periods with certain favourite activities, such as junk modelling, the sand tray or using the laptop computer. They also particularly enjoy stories and singing. Older children are very comfortable in the setting and constantly ask questions of each other or the staff, whilst younger children are often still settling in and rely more on the staff being vigilant at noticing when they need help or support. Children have good opportunities to be independent within the room and use their initiative to develop the activities in their own way, such as what they make with the construction. They have strong interaction with the staff through which they acquire new knowledge and skills each day, often through first-hand experiences. Children mostly respond well to the challenge this interaction provides, although staff will change the planned activity if necessary. Younger children are well supported in trying out activities as staff demonstrate something for them or play alongside them.

The quality of teaching and learning in funded nursery education is good. Staff have a good knowledge of the foundation stage curriculum which means they plan activities which engage and sustain the children's interest. They are all involved in the planning, which includes weekly learning objectives. However, not all of these are sufficiently linked to the stepping stones which make planning less effective in ensuring that all staff know exactly what they expect children to learn from specific activities. Challenge is provided through interaction with staff at all the activities and at times by the activity itself, although the planning does not detail this differentiation. Staff use a variety of teaching methods such as small group teacher focussed activities, free choice child led activities and individual adult child interaction. They

also introduce new vocabulary to the children, but do not identify this at the planning stage relying rather on individual staff skill. They manage behaviour by having simple rules in place, which they regularly go through, that encourage children to be helpful and co-operative. Staff also act as positive role models and are polite and respectful towards the children. The assessment process begins with a detailed evaluation of planned activities and staff collect detailed information about what children have done through observations at activities. However, apart from the profiles for children leaving to attend school this information is not recorded in a format which enables each child's progress to be easily identified, although individual staff have knowledge of what their own group of children need to do next.

Children's learning is good for those in receipt of funded nursery education. Children are interested in the activities and motivated to learn, shown for example by their excitement at joining in a shapes activity in a small group. They are confident to select the activities they want to be involved in or perform in concerts for their parents. They are able to concentrate for periods and listen to what they need to do, such as during snack time when they wait for their turn to get their own drinks. All funded children are aware of their own personal needs, which they communicate well to the staff. They are beginning to show sensitivity towards others and offer comfort to a younger child upset by their parent leaving. They listen and respond to stories which staff read to them and join in the discussions that this leads to. They have good opportunities to extend their vocabulary as staff encourage them to talk during all activities. They use their language skills correctly in role play situations when they model adult input, for example asking what their customers want to eat in the café. Most funded children are easily able to recognise their own names and the more able are starting to write them and form some of the letters correctly. Younger children are encouraged to practise pre-writing skills and they all have good practical opportunities to write in role play scenarios. Funded children focus appropriately on numbers to five and are able to recognise the numerals as well as use the numbers in activities and rhymes, which are also used to introduce ideas of addition and subtraction. They talk about numbers in stories, in their current project of making houses and when cooking, when they consider problems such as how many cups do we need?. Children have a particularly strong knowledge of shapes and older children can identify them from a description alone.

Children in receipt of funded nursery have many opportunities to explore and investigate such as using their senses in the sand, tasting ice or looking in a mirror. During these activities they discuss similarity and differences and consider questions such as how and why. They experience living things when watching insects or planting in the garden. They have regular opportunities to use technology, either with the laptop computer or through pretend equipment in role play. They talk about their families and special occasions such as their birthdays and are able to remember things that they have done in the past. They use the local environment often, including feeding the birds in the garden and meeting some of their neighbours whilst visiting the shops. This helps them to find out about the culture of others as well as celebrating various festival and having visitors in to the setting, such as musicians. Children have access to a wide range of creative materials and textures which they use in two and three dimensions whilst engaged in activities such as painting, model making or cutting out shapes in dough. They talk constantly about colour and shape

with staff as they play. Children enjoy music, particularly singing, and join in songs and rhymes with enthusiasm. They access instruments freely within the room and use them to accompany their concerts. Funded children have daily opportunities to express their imagination through art, music and role play with occasional dance sessions.

### **Helping children make a positive contribution**

The provision is good.

Children have their individual needs met well, including those with additional needs. The staff take great care to identify each child's needs before they attend and work particularly well with outside agencies when children have specific needs. They are proactive in finding ways to ensure that all children can take an active part in all activities. Children have a sense of belonging in the setting and see displays of their work all around them, which they then enjoy taking home to share with their families. They generally get on well with each other and understand the need for reasonable behaviour, which is regularly reinforced by the use of the 'golden rules' book which the children like to look at. They are aware of the basic boundaries and respond well to gentle reminders, such as not to run inside and are quickly distracted onto another activity. Suitable age-appropriate strategies are used consistently to handle any unwanted behaviour. Children have good opportunities to make their own choices and decisions, such as if they want to be involved in a particular activity, which helps them to develop self-esteem. They are mostly aware of their own needs, except for some of the youngest children, and the older children are becoming aware of the needs of others within the group and shown concern for younger children. Younger children are given appropriate support by the staff, such as going to the toilet, to enable their needs to be met individually, rather than in keeping with setting routines. They all become more aware of wider society as they play with a good range of positive images, for example when dressing up, using a wide variety of play figures or whilst reading books. They also see people from the local community in the setting on a regular basis. Social moral spiritual and cultural development is fostered in the funded children.

The partnership with parents and carers of children in receipt of funded nursery education is good. They are provided with good quality and updated information about the setting and its provision, which includes general information about the Foundation Stage curriculum and invited to attend a parents evening before their child attends. They talk to staff on a daily basis to find out about their child's achievements and progress and can see their assessment folders at any time. These times can also be used to share additional information about their child, which can be in private if necessary. Parents have regular opportunities to be involved in their child's learning by attending the concerts, accompanying their children on outings and sending in items from home for the interest table.

### **Organisation**

The organisation is satisfactory.

The staff have high regard for the well-being of the children. The space within the hall is well used, with separate areas for messy play, role play, construction and table top games, with the adjoining room used appropriately for quieter activities and work on the laptop. Staff make good use of their time, with some remaining at particular activities whilst others move around to wherever the children's interest take them. They maintain good ratios and ensure that staff are well qualified. All necessary paperwork is in place and accurate, with particularly secure registration systems, and all staff sign a confidentiality statement. Policies and procedures work to promote children's health, safety, enjoyment and achievements and their positive contribution. They are all read by the staff, available to parents and subject to an annual review, although the complaints policy does not reflect recent changes. The provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is satisfactory. They group have worked steadily on the weakness they identified in information technology and the resourcing of creative activities to improve children's self-selection. Parents have recently been involved in questionnaires to highlight any continuing concerns. The pre-school are in the process of setting up a staff appraisal system involving committee members spending time in the setting; but, as this is not yet implemented, they are currently not able to fully monitor and evaluate the provision of the funded nursery education. There is however a strong commitment to improvement reflected by the staff's willingness to attend ongoing training and their regular contact with the advisory teacher.

### **Improvements since the last inspection**

At their last inspection the setting were asked to make some changes to policies and address some safety issues. Since then they have set up a keyworker system so that parents have a consistent member of staff as their contact. They have ensured that socket covers are fitted in the main hall, that the first aid box is suitable and that regular fire drills are carried out. All policies are made available to parents before their child attends and changes were made to the complaints policy and the child protection statement, although they still require some additions in light of recent changes. For their funded nursery education the setting were previously asked to improve the organisation of large group activities, extend the opportunities for art and design and to ensure that planning provided challenge for more able children. To address these issues group times have been re-organised into separate rooms so that children are more focussed and older children can be more independent. All children are offered a wide variety of creative materials, which they work with in relation to the topics throughout the year and in free choice activities. At times individual education plans have been used to focus activities for some children, although challenge has not generally been recorded in the planning and thus remains as an issue to be carried forward.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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.

## **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 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 that radiators are maintained at a safe temperature
- extend the assessments undertaken to cover specific higher risk activities
- ensure that the complaints policy is updated to reflect the recent changes
- ensure that the child protection statement includes actions to be taken in the event of professional abuse.

### **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 that sufficient information is gained from staff working with funded children to allow the monitoring and evaluation of the nursery education provision
- ensure that a system is in place to record the progress of the younger children under the stepping stones
- extend planning to include differentiation for more able children, target vocabulary and ensure that learning intentions link to the appropriate stepping stones.

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