



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 251506

DfES Number: 548062

INSPECTION DETAILS

Inspection Date	27/09/2004
Inspector Name	Nicola Mary Eileen Matthews

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Happy Faces (L.A.M.P.H)
Setting Address	Jane Garrod House Colne Valley Road HAVERHILL SUFFOLK CB9 8DT

REGISTERED PROVIDER DETAILS

Name	Mrs Elaine Hatfield
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Happy Faces (LAMPH), a playgroup, opened approximately 30 years ago. It operates from 2 adjoining rooms in Jane Garrod House, owned by the LAMPH organisation, in the town of Haverhill. The playgroup serves the local area and surrounding villages.

There are currently 19 funded three-year-olds on roll. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00.

There are 2 part-time and 4 full-time staff working with the children. Over half the staff have recognised early years qualifications to NVQ level 2 or 3. There are no staff currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Happy Faces (LAMPH) is providing good care for children. The experience and training of the staff enable them to provide a stimulating, secure and safe environment for the children. The organisation of the session provides a very warm welcome enabling children to settle quickly and want to return another day. The resources are of good quality and provided in sufficient quantity to support all children's play needs.

Good attention is given to children's dietary needs and to hygiene procedures ensuring children are developing good awareness of healthy practices. Fresh drinking water is available at all times. The security of the premises is maintained at all times so children cannot leave unattended. Potential hazards are minimised quickly ensuring the children's safety. All necessary documentation is in place.

Children are treated with equal concern and their individual needs well met.

Children are presented with a good range of activities which they can independently access to support all their play needs. They play co-operatively and take turns and share amicably. Their behaviour is good and they demonstrate a good understanding of appropriate social skills for their level of maturity when in the playgroup.

The partnership with parents is good. They take an active role on the management committee. All parents receive a regular newsletter and are able to access the informative notice boards in the entrance area.

What has improved since the last inspection?

At the last inspection the provider agreed to complete several actions. The level of qualifications the manager and deputy have now achieved reflects in the interesting play opportunities provided for the children. Many policies and procedures have been updated in accordance with the National Standards. A risk assessment is now carried out and timescales given to any actions that need taking ensuring the premises are safe for the children.

What is being done well?

- The wide range of activities presented each session for children are very well resourced and effectively support their independent choice of play.
- There is a good range of multi cultural play equipment and other resources to enable children to develop an understanding of similarities and differences.
- The provision for children with special educational needs is good. The staff work well with other agencies and the parents to be able to provide the child with appropriate play opportunities to enable them to progress in their development.
- The staff have built up an effective partnership with parents providing clear and well written information about the group to enable parents to feel secure in the knowledge that their children are well cared for.

What needs to be improved?

- the safety when children are using scissors and the outside path next to the building.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure children handle scissors safely and hazards in the garden are minimised.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Happy Faces (LAMPH) is of good quality overall. Children are making generally good progress towards the early learning goals and in personal, social and emotional development and knowledge and understanding of the world very good progress is being made.

The quality of teaching is generally good. The staff provide an interesting and enabling environment using the wide range of resources available to help children become confident independent learners. Open ended questioning is used effectively to help children demonstrate what they know and to develop their thinking processes in most areas of learning. The support for children with Special Educational Needs is good ensuring they progress in their development.

The limited planning is not informed by the assessment records, however, it does show that the staff have some understanding of the Foundation Stage Curriculum. Children's progress is documented regularly by their key worker.

Leadership and management is generally good. There is a positive approach to training and staff are encouraged to attend workshops provided by the EYDCP. The management have a clear vision of the settings strengths and use this to meet individual children's needs well. However, the educational programme is not effectively monitored to identify any weaknesses. Good attention is given to the deployment of staff throughout the sessions so children are very well supported in their chosen activity.

The partnership with parents is generally good. Parents are encouraged to take an active part in their child's early education. They have frequent access to their child's assessment records and clear well presented information, from a variety of sources, about the Foundation Stage curriculum.

What is being done well?

- The staff effectively use their time and the very good quality resources to support all children's independent learning enabling them to develop their confidence and self esteem.
- The children are developing very good exploratory skills through experience of handling a range of natural and manmade resources. They show curiosity and try to describe how items look and feel.
- The children are developing very good co-ordination using large muscles through experiencing a range of large equipment and music and movement.
- The parents are provided with an attractive range of displays and the Sure Start resources about the Foundation Stage curriculum to enable them to understand what their child is learning whilst at the playgroup.

What needs to be improved?
<ul style="list-style-type: none"> ● children's opportunities to spontaneously use number and simple calculation skills during their play ● the use of the assessment records to inform the short term planning so adaptation of activities for individual children is identified ● the monitoring and evaluation of the basic and planned curriculum to ensure children are provided with a broad based curriculum and can progress in their learning.

What has improved since the last inspection?
n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children approach the wide range of activities presented with confidence and show pride in their achievements, which enables them to build up their self esteem and have a strong sense of belonging to the playgroup community. They are developing very good sensitivity to others needs through caring for the dolls and making meals for each other in the home corner area. Children are developing good relationships with each other and they share and take turns amicably.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently initiate conversations with each other and the adults. They pay good attention to the listener and willingly follow simple instructions. Children enjoy listening to stories and try to predict what might happen next. They experience a range of both fiction and non fiction books, which they handle carefully. Children see a good range of print in the environment and some can recognise their name. However they have limited experience of linking sounds with familiar letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some children confidently count reliably to ten matching an item to the number and also use fingers to represent numbers in planned activities. However, they do not use mathematical language and numeracy skills during spontaneous play. Children recognise simple shapes and experience construction activities regularly. They enjoy activities where they create simple patterns and use positional language accurately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing good control of the computer mouse and persevere with adult support to complete a simple programme. They recall what they have done at home and in the setting using photographs at snack time to help them develop a good sense of the past. They welcome a range of visitors into the playgroup and participate in follow up activities for example post a letter to themselves. Children experience a variety of planned activities related to different cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a wide variety of small equipment and tools confidently manipulating small world figures and using scissors. They participate in regular exercise however they are not made aware of the effect activity has on their body. Children are developing good management of their own personal needs and many use the toilet and wash their hands independently.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour, texture, form and shape in 2D and 3D using a wide range of resources, craft and painting techniques. They draw on their own experiences as they play in the home corner. They enjoy participating in imaginative movements pretending to be trees growing and moving in the wind. Children have learnt a repertoire of songs and sing these with enthusiasm, however they have limited opportunities to distinguish one sound from another.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the spontaneous use of mathematical language for simple calculation skills and numeracy in children's play
- develop the use of the assessment records to inform the short term planning to enable individual children to progress in their learning towards the early learning goals
- monitor and evaluate the educational programme to ensure a broad based curriculum is being provided.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.