

Happy Dayz Pre School LTD

Inspection report for early years provision

Unique reference number

EY414973

Inspection date

04/05/2011

Inspector

Beverley Blackburn

Setting address

St John's Church of England Church, Lodge Causeway,
Fishponds, Bristol, BS16 3NQ

Telephone number

01173777157

Email

leeandnes@blueyonder.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Happy Dayz Pre-school has been open since 2010. They operate from St. John's Church of England church hall, in Lodge Causeway, Fishponds, on the outskirts of Bristol. Children have access to two enclosed outside play areas. The pre-school are registered with Ofsted on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. They are currently open from 09.00am to 15.00pm each weekday during school terms. The pre-school is also closed on bank holidays. They are registered to provide care for a maximum of 24 children aged between two and eight years old, at any one time. There are currently 47 children on roll of these 25 receive funding for early years education. The pre-school offers support for children with learning difficulties or disabilities and those who have English as an additional language. They employ six members of staff. The manager and deputy hold appropriate early years qualifications at level 3. The other staff hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and secure and enjoy their time in the setting by learning through play. The welcoming and consistent staff team have a well developed knowledge of each child's needs which ensures that they successfully promote children's welfare and learning. Partnership with parents is a key strength and significant in making sure that the individual needs of the children are met. However, the links with local school is not fully developed as yet in order to promote a smooth transition from pre- school to school. Children progress well given their age, ability and starting points. Self-evaluation by the manager and deputy manger ensures that the priorities for development are identified and acted on, resulting in a provision which responds to parent and children's needs and continuous improvement.

What steps need to be taken to improve provision further?

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

- improve links with the local schools and other provisions, delivering the Early Years Foundation Stage, attended by children to enable continuity and cohesion of their learning experiences
- develop further the indoor play area to provide a more inviting and welcoming environment for the children to play and learn

The effectiveness of leadership and management of the early years provision

The pre-school operates from a church hall which is used by other groups at different times during the week. The staff ensure the environment is safe and secure due to an effective risk assessment process. They ensure all areas of the premises accessible to the children are checked daily. This enables the children to make good use of the space and move around safely during play. All staff have recently updated their knowledge on safeguarding children. They are aware of the indicators of child abuse and neglect and the procedure to follow if they have cause for concern about a child. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The required checks for adults working directly with children are carried out, and children are always appropriately supervised, as a result the arrangements for safeguarding children are robust.

The pre-school has a good commitment to ensuring all information, which underpins effective management, are shared with the parents. Policies and procedures are updated and available to all parents. The staff ensure children's progress is monitored to ensure they all move forward from their starting points. They routinely support every child to ensure their individual needs are met and that no child is disadvantaged. Activities are planned to ensure all children are included and that they receive interesting, enjoyable and challenging experiences across all six areas of learning and development.

The pre-school promotes equality and diversity well. An interesting range of toys and play resources, such as books skin tone paints and dressing up clothes and the celebration of different festivals, help children learn the value of diversity to understand and embrace differences of cultures and religions. All children are encouraged to enjoy the full range of play opportunities offered, such as both boys and girls enjoying the craft activities. The staff draw on the experiences and diversity of the parent and use the information gained to help children learn. Staff are aware of children with special educational needs and/or disabilities and where needed children receive good support from the staff. The pre-school has contact with the local school, but has not started to work closely in the preparation for transition from the setting to school. The pre-school is also looking at developing their links with other settings that provides the Early Years Foundation Stage.

The staff are deployed well and ratios are maintained to ensure children are supported and their individual needs met. The staff team spend time before they open and at staff meeting to discuss any issues, ideas, activities, planning and observations to ensure the children's time at the setting is beneficial. Children benefit from the well-managed resources indoors which are used effectively to achieve the planned goals in the children's learning and development.

The pre-school's self-evaluation procedure is effective in raising the standards. The pre-school has identified aspects for improvements; to further develop the outdoor play area, develop the grass area and make it usable and safe for children in order

to enhance outdoor play, to continue to improve the appearance of the hall and make it more welcoming and inviting to children and parents and to increasing links with local schools, childminders and other settings that provide the Early Years Foundation Stage.

The staff have a very good relationship with the parents, they work very well together, enabling an effective two-way communication where information is shared effectively. Daily discussions, newsletters, learning journeys ensure parents are closely involved in their child's pre-school experiences. The information on the children is comprehensive, significantly enhancing continuity in both care and learning. Feedback from the parent's questionnaires are very positive, they are very happy with the care and education their children are receiving. They find the staff warm and friendly and see the strength of the pre-school as a warm fun environment with excellent education through play. Children benefit from the very good partnership between parents and staff which enhance their care and education.

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

Children are provided with good quality care in a happy, relaxed and calm atmosphere. Their learning is well supported through the provision of a wide range of toys and resources and a well-planned and interesting environment. Staff work well as a team to plan a range of stimulating activities and experiences which links to all the learning areas well. Planning is flexible, clear and covers all areas of learning which includes children's interests and ideas. Staff interact well with the children, giving enthusiastic praise and using prompting questions effectively. Consequently, children are motivated to learn and persist at their chosen tasks. There is a good balance of adult-led and child-initiated activities. Children enjoy a variety of activities such as creative play, junk modelling and role play. Consequently, children are helped in developing their understanding of problem solving, reasoning, numeracy, sharing and taking turns. Children have good opportunities to develop physical skills through a range of activities such as music and movement, riding bikes and scooters, or driving their pedal cars. The children enjoy free-flow play where most of the indoor activities are replicated outdoors. For example, sand and water, writing materials and messy play. The outdoor play area is small, but well planned ensuring children can explore and experiment. There are plans in place to make the large grassed area usable and safe for the children, which will enhance their outdoor experiences. Children enjoy the experience of using marking materials, art and craft or using their imagination and creative skills during their imaginative play. They use a range of programmable toys, such as digital cameras and walkie talkies. Children count well, both with help and independently, and at circle time children are encouraged to count, to show and tell their favourite items, consequently building their communication skills and their self-confidences equipping them with skills to secure future learning. Letters are linked to sounds when talking about the letters in their name. Children have good opportunities to self-select activities which

ensures that they are fully engaged and able to take part at their own level. The staff use their knowledge of the Early Years Foundation Stage well to plan activities, make observations on children's progress and record in their learning journeys the next steps in the children's learning; this is used effectively to identify any gaps in children's individual learning needs.

Children's independence is well supported; they are able to confidently choose their activities successfully, building their confidence and self-esteem. Resources are arranged so that they are easily accessible to them. A very positive approach to managing behaviour is in place. Age-appropriate methods are used such as distraction and clear boundaries. Praise and enthusiastic encouragement are used consistently to give positive feedback to all the children. Children are well behaved and are good at sharing and taking turns.

Children's healthy lifestyles are supported well. They have good opportunities to develop and practise their coordination skills, such as playing ball games, riding scooters. They confidently use a wide range of small and large equipment such as scissors, paint brushes, pedal cars and bikes. They enjoy learning independent skills such as helping to tidy away at the end of the sessions. Children enjoy healthy snacks such as fruit and vegetables. Parents provide lunches boxes which are healthy and nutritious. Children have a choice of drinks during snack time and lunchtime. Fresh drinking water is always available to the children. Any special dietary needs are known and well supported due to clear information gathered from the parents regarding allergies or other requirements. Children are helped to manage their personal hygiene by washing their hands regularly, this helps to reduce the risk of cross infection. Children learn to keep themselves safe through the practice of the evacuation procedures. Staff are aware of their responsibility in promoting a safe environment and helping children understand how to keep themselves safe.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----