

Happy Faces Pre-school (LAMPH)

Inspection report for early years provision

Unique reference number	251506
Inspection date	16/05/2011
Inspector	Lynn Hughes
Setting address	Jane Garrod House, Colne Valley Road, HAVERHILL, SUFFOLK, CB9 8DT
Telephone number	01440 762515
Email	
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*.

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.

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Description of the setting

Happy Faces pre-school was registered in 1997 and is committee owned and run. It operates from two adjoining rooms in Jane Garrod House, in Haverhill. A fully enclosed garden provides opportunities for outdoor play. The pre-school is open from 9.30am to 12.30pm five days per week, term time only.

A maximum of 24 children under five years may attend the pre-school at any one time, all of whom may be in the early years age range. There are currently 32 children on roll. The pre-school supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. This provision is registered by Ofsted on the Early Years Register and both parts of the Childcare register.

The pre-school employs five members of staff. Of whom all five hold appropriate qualifications to at least level two.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting delivers all aspects of the Early Years Foundation Stage to an exceptionally high standard. Robust procedures and policies are expertly put into practice by the stable and long standing team of adults working at the pre-school. Children are provided with superb opportunities to guide their own play and make excellent progress in all six areas of learning. The setting has some systems in place for working effectively with other early years provisions and is currently further developing these. Rigorous procedures for reviewing and evaluating the setting enables both the staff and the committee to continuously monitor and improve the provision. This results in them offering an outstanding early years service to local families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop partnership working to provide further opportunities for parents to share in their children's learning and consider ways of liaising with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care.

The effectiveness of leadership and management of the early years provision

Children are expertly safeguarded as staff demonstrate exceptional knowledge of their responsibilities with regards to protecting children. They understand the

systems and procedures in place and effectively follow the setting's written policies to ensure the correct referral and follow up of any concerns for children. All staff and committee members are appropriately vetted and proof of their clearance is available for inspection. Robust risk assessment procedures ensure that children play and explore in a safe and secure environment and clear written procedures provide staff with expert knowledge on safety.

The setting is led by a manager who has been in post for a number of years. She and the stable staff team are supported by a voluntary committee and are under the umbrella of a local charity. Staff meet regularly with the committee and participate in fundraising events to enhance resources. The setting has superb systems in place for reviewing, monitoring and evaluating the provision. Parents play an active role in this procedure by completing regular questionnaires which provides the setting with good feedback and suggestions for further improvements. All activities are evaluated and staff spend time each day reviewing the session and making any necessary changes they feel would benefit the children.

Excellent organisation and staff deployment ensures that children are always effectively supervised. The setting has been organised into zones and staff work within a specific zone each day, moving around the areas on a daily basis. Whilst working in a particular zone staff have clear roles and responsibilities connected with that area of the provision. Every week staff meet to discuss the individual needs of each child and how they have managed the resources and equipment on offer. This is then fed into the weekly planning for the following week and also fed into the self-evaluation process. Children are actively encouraged to become independent young people. They make clear choices over their play by safely accessing the huge range of toys and play materials on offer to them and stored at their height for easy self-selection. The premises are bright, welcoming and exciting, offering children superb opportunities to explore and negotiate their learning with adults effectively supporting them as and when they require help. Children's knowledge and understanding of equality and diversity is significantly enhanced through the staff's superb understanding and delivery of activities which promote their learning. For example, when travelling abroad children are encouraged to bring back items of interest which they can share with their friends. All newsletters and labelling around the provision are translated into languages being spoken within the setting. Staff prioritise learning key words which will ensure the smooth transition of children who speak English as an additional language into the group. Superb posters and visual resources presented around the setting enhance children's understanding of other people and their differing cultures.

Parents spoken to at the time of the inspection express absolute confidence in the setting speak of the staff's commitment to good quality childcare. They comment on their meticulous procedures and practices and their highly innovative activities which enable their children to learn and develop in a fun and exciting environment. Extremely clear and effective newsletters inform parents of the day to day running of the setting and also provide them with extensive information about how and what their children are learning and how they can continue to offer them support at home. The setting has close links with local feeder schools and welcomes

communication to enhance children's transition to school. Procedures are in place to encourage effective partnership working with other settings delivering the Early Years Foundation Stage, however, these are in their infancy as a limited number of children currently attend other provisions.

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

Children are extremely motivated and excited by their early years experiences. They are fully engrossed in stimulating and challenging activities which help them to make excellent progress in all aspects of learning. They have fun building dens in the garden and on the climbing frame. They use their imagination to change the den into imaginary vehicles, tents and houses. Children enthusiastically explore nature as they participate in growing and planting activities. They dig for worms and other natural treasure in 'Dingle Dell', a section of the garden specifically set aside for digging, construction or whatever the children decide to create there. Children enjoy sitting in the sensory garden which they planted and take good care of. They smell the herbs and strong smelling plants and feel the range of natural materials available in this area. Staff efficiently observe, record and assess the children's learning through their Learning Journeys. Excellent photographic evidence shows how the children learn and demonstrates the extensive range of activities and experiences they are provided with during the pre-school week. The weekly staff meeting is used effectively to review each child's development and to plan appropriate activities based on their interests and capabilities.

The robust safety procedures practiced by staff ensure that children are and feel safe both indoors and outdoors. Children wander confidently around the setting approaching staff for assistance and the occasional cuddle. They are encouraged to be inquisitive and to ask questions which help to develop their understanding in all areas. For example, a request to use the staff's sharp scissors is proficiently managed by the staff member taking time to show children how to use them safely and as an opportunity to talk about sharp objects. Children adopt extremely healthy lifestyles. They thoroughly enjoy fresh air and exercise on a daily basis when they freely choose to play in the well-equipped and exciting garden. They participate in the preparation of the mid session snack by cutting their own fruit and pouring their own drinks from small, manageable jugs. Staff encourage children to enter into lively discussions about food, where foods come from, which foods are good for them and which foods they shouldn't eat too often. They demonstrate excellent understanding and proficiently tell staff that fruit and vegetables are good for them. When shown some celeriac and asked to smell it, many of the children agree that it smells funny and state that they do not want to taste it.

Children are extremely settled and comfortable within the pre-school setting. They make clear friendships and understand that it is good to be kind and caring towards their friends. Staff are extremely positive and actively encourage them to develop independence. Children understand about sharing and taking turns. The extremely effective planning and presentation of the environment enables children

to develop secure skills for the future. For example, they are provided with excellent opportunities to make mark with a wide range of materials. Some children write recognisable letters and are beginning to write and recognise their names. They listen attentively to stories in large groups and individually with staff. They have good access to Information and Communication Technology and proficiently access the internet on the setting's computer, with help from staff. Visitors to the setting enhance the children's understanding of the wider world and the knowledge of people who help us within the community.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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