

# Happy Feet Pre-School

Inspection report for early years provision

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**Inspection date** 21/07/2011  
**Inspector** Cilla Mullane

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**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 Feet Pre-School opened in 1994. It operates from the Ark Christian Centre in Dover. The setting is a registered charity and is part of the Tower Hamlets Children's Centre and the Ark Christian Centre, and is led by a committee. The pre-school has access to three rooms, toilets, a kitchen and an outside area. The setting and garden are accessible for people with disabilities. The pre-school serves the local area and surrounding towns.

The pre-school is registered to care for 40 children in the early years age range. There are currently 55 children aged from two years on roll. The setting is in receipt of funding for two, three and four year olds. It is also registered on the compulsory and voluntary parts of the Childcare Register to look after children aged over five years. Children attend a variety of sessions each week. The pre-school supports children with learning difficulties and/or disabilities, and those who speak English as an additional language.

The pre-school opens five days a week term time only. Sessions are from 8.45am to 12pm on Mondays and Fridays, and from 8.45am to 3.30pm on Tuesdays, Wednesdays and Thursdays.

There are 16 staff, including the manager, supervisor, an administrator, cover staff and parent helpers. The majority of staff have childcare qualifications to at least level 2, and several have qualifications to level 3 and 4 and above. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A committed, skilled and well qualified staff team share a vision for the future, and work consistently and skilfully to promote good outcomes for children. The needs of children who have learning difficulties and/or disabilities make extremely good progress from their starting points due to the setting's very strong partnerships with other professionals. Children are highly motivated, active and independent learners, who show a strong sense of belonging and high self esteem in a secure and supportive, loving and nurturing environment. Children make the most of the rich learning environment, and staff deployment and their excellent interaction ensure that children are well supported. Adults plan well to ensure each child is challenged and generally makes progress, and are working to develop this by monitoring planning across all the areas of learning. The setting's ability to maintain continuous improvement is very strong, and progress since the last inspection has had a very positive impact on outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- extend the use of observations of children's achievements, interests and learning styles in all areas of learning to track their progress across the areas of learning, and to identify any gaps in the provision for each child

## **The effectiveness of leadership and management of the early years provision**

The pre-school is very well organised to promote the health and wellbeing of the children. They are safe due to staffs' good knowledge of child protection procedures, and thorough risk assessments. Staff are all suitably vetted, and management takes its role in supervising and recruiting staff ,seriously. When children are taken off the premises on outings, staff check numbers, resources, carefully ensuring children's safety. Managers are professional and their priority is to provide the best service for parents and children, and they convey this ambition to staff well, encouraging their development and training. As a result, staff take a pride in their work. It is clear from the setting's development plan that all staff are included in setting targets for improvement, and implementing these. As each target is achieved, outcomes for children continually improve.

Staff are experienced and knowledgeable in their work with children with special needs. Their sensitive support of families, and extensive liaisons with other agencies ensures that these children make great progress. They are passionate about offering all families the best support and work relentlessly to obtain resources and funds. Children who have learning difficulties and/or disabilities are extremely well supported, and make great progress. The outdoor area has been made accessible and safe for both children with disabilities, and the youngest two year olds. As a result, they enjoy the outdoor environment when they choose, and join in equally with their peers.

The environment is rich and interesting, with an especially well equipped outdoor area, which challenges and excites children, and which is accessible in all weathers, with boots and coats available. Children can move resources around according to their interests, initiate their own play, and take toys inside or to the garden. Children discuss the pictures of insects in the book next to the bug-hunting area, and work out how to position piping to move the water between containers. Indoors, they make choices and initiate their own play, and are confident to choose further resources from a picture book. The practitioners are the setting's most important resource, and all work skilfully and competently, taking their lead from the children, and supporting their play expertly.

Parents receive a wealth of useful and relevant information about the setting. They learn about their children's progress from looking through their child's 'Unique Story' with staff, and attend Stay and Play sessions, to help them understand the areas of learning, and how their children learn through play. They benefit from a very thorough induction when their child first starts attending, and have frequent opportunities for chats with key staff. Therefore they are very well informed, and

included in their children's care and learning. Their wishes for their children are valued and acted upon, and meaningful improvements are made to the setting as a result of their comments.

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

Children make good progress towards the early learning goals. Key workers plan effectively for their children, having a good knowledge of individual interest and abilities. Challenging activities are planned for children, and adapted to meet each child's needs. There is not yet a fully effective system to enable staff to monitor the provision for each child, to fully ensure all aspects of the areas of learning are planned for. Adults are skilled at communicating with children, asking open questions and supporting their learning.

Children thoroughly enjoy learning through play. They articulate what they like best at playgroup, naming, for example, reading books. They persevere, solving problems for themselves, such as working out how to remove old dough from the playdoh tools. Their pre-writing skills are very good. They make their own books, with rows of 'writing', and pictures to accompany their stories, explaining imaginatively, for example, that the book is about a princess with long hair and a snail.

Staff appropriately ensure that all children are settled and feel secure, and therefore children make the most of the time in the setting. They become confident talkers, and are keen to be the child with whom the Jamaquack stops during the group session. When holding the Jamaquack, they chat about the highlights of their day with the other children. The well resourced home area is well used, children are imaginative, and staff support their play well. Children 'write' adult's orders in the 'restaurant', and dress up, deciding 'we can be firemans!'

Children are extremely settled, and show a great sense of belonging. Staff are sensitive to their feelings, and introduce them to visitors to the setting. This gives children the confidence to happily interact with adults. Children have their own trays, and proudly describe the 'stuff' they contain, showing a sense of belonging from knowing where to access their personal belongings. Laminated books depicting photos of children's families are very effective in helping less confident children settle, and they seek out their books to chat to staff.

Children's relationships with adults and their peers are very strong. Parents report that they chat enthusiastically about their key persons. They are happy to share with their friends, and share their play dough willingly. Children are very proud when they see their leaf on the 'I can' tree, where staff record their achievements both at home and in the setting.

Children are developing excellent skills for the future. Children of all ages and abilities independently access the interactive whiteboard, and start the music on

the CD player, enjoying music from around the world, and understanding basic information technology. Their language and literacy skills are very advanced due to staffs' use of a phonics programme, and they make great progress from their starting points in this area, which helps their transition to school.

Children are challenged by the apparatus to develop their physical skills. Adults are on hand to support the rope ladder on the wall, but let children attempt this independently, and as a result children are thrilled as they succeed. They look after their own personal hygiene, singing the hand washing song. The youngest children recognise the need to keep themselves hydrated, pouring water from the jug in the garden. Messages about a healthy lifestyle are reinforced by visitors such as a 'hand-washing lady' and dental hygienist.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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

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