

# St Ann's Happy Hands Pre-School

Inspection report for early years provision

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**Unique reference number** 300932  
**Inspection date** 21/06/2011  
**Inspector** Cathleen Howarth

**Setting address** Happy Hands Pre School Nursery, McIntyre Road,  
Stocksbridge, Sheffield, South Yorkshire, S36 1DG  
**Telephone number** 01142 886 262  
**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

The pre-school was established in 1999. It is a non-profit-making organisation and a registered charity run by trustees and a management committee, which includes parent representatives. The provision mainly serves local children who usually go on to attend St Ann's Roman Catholic (RC) primary school. The pre-school also provides for children from the wider community.

The pre-school operates from a detached, single-story building adjacent to St Ann's RC primary school. The building is leased from the Diocese of Hallam. Children have access to an enclosed outdoor play area. The pre-school is registered by Ofsted on the Early Years Register. It is also registered on the compulsory and voluntary part of the Childcare Register to provide out of school care.

The pre-school provides care for a maximum of 25 children between the age of three and five years. Sessions run on weekdays during term time, between 8am and 6pm, and this includes provision for out of school care. Currently, there are 29 children on roll on the Early Years Register and all receive funding for early education. There are 16 children on roll on the compulsory part of the Childcare Register and five children on roll on the voluntary part of the Childcare Register. There is provision for children with special educational needs and/or disabilities and for children who speak English as an additional language.

The trustees employ eight members of staff to work directly with children. There is also a volunteer who comes into the pre-school and works directly with the children, she is qualified to level 3 in an appropriate early years qualification. Seven members of staff are appropriately qualified. The manager has recently attained a BA honours degree in Early Years with Early Years Professional Status and the deputy has attained a level 5 award in Leadership. Currently two members of staff are working towards a level 3 qualification. Student placements and apprenticeships are considered.

The pre-school is affiliated to the Pre-school Learning Alliance and staff are working towards a quality assurance award, Pathways to Quality, through the local authority. Links have been made with other Early Years Foundation Stage providers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A distinct feature is the staff's commitment to all children, and the highly effective way in which they support children to make excellent progress towards the early learning goals. Inclusive practice is firmly embedded in all aspects of the provision. Staff have high standards, which reflect in high and realistic aspirations for the children. Children's individual needs are met through rigorous assessments and exemplary systems that help narrow any achievement gaps. The highly skilled,

close-knit team have considerable capacity to make independent and continuous improvements through systems that successfully demonstrate reflective practice.

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

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

- collating the additional information obtained from parents and support agencies in individual children's records for easier access.

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

Children are expertly safeguarded. Staff are highly aware of safeguarding issues and they fully understand their role in child protection and the procedures to follow should a concern arise. They promote safe practice extremely well and this includes children's personal care routines, which are carried out in a respectful and dignified way, such as, teaching children to use the toilet independently. The highly qualified staff team promote children's achievement and well-being extremely well. The manager is highly regarded and she sets high standards for the staff in addition to high and realistic expectations of what children can achieve.

Children's successes are clearly attributed to the consistent use of high quality furniture and equipment and the imaginative layout of resources. From a child's perspective, the pre-school is a magical place full of wonderful things to discover, such as, the sensory garden, the music and movement area and cosy dens. Staff take well-considered steps to ensure resources and the environment is fully sustainable.

Staff place the promotion of equality of opportunity at the heart of all their work. They are extremely skilled at narrowing any achievement gaps which are highlighted through the electronic tracking system. Home visits are a highly effective way of developing the key person system and, as a result, staff have an excellent understanding of each child's background and needs. Overall, multi-agency working is excellent and, consequently, outcomes for children with additional needs are exemplary. Successful links have been made with other Early Years Foundation Stage providers to promote a seamless approach to delivering the framework. There are exceptionally good transition arrangements for children preparing for school.

There are strong and trusting levels of engagement at the setting. Working with parents as partners is excellent and parents are highly complimentary. They are routinely involved in decision-making on key matters affecting their children and parent representation is well established at committee meetings. Through the key person system, parents are actively encouraged to support their children's developmental milestones at home and at the setting. Children's views and

suggestions are enshrined in written evaluations of what they have done and the achievements they have made in all areas of learning.

Self-evaluation includes rigorous monitoring at all levels and searching analysis of what staff do well and what they need to improve. Staff induction and appraisal is a good example of how this is achieved. Systems that clearly demonstrate reflective practice help to identify and prioritise aspects of the provision to be developed. The new science area is a relevant example, which is now part of the continuous provision and has significantly improved the learning outcomes for children.

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

Overall, staff have extremely good knowledge and understanding of the Early Years Foundation Stage and they skilfully promote children's learning and development in innovative ways, such as, through the music and movement area in the conservatory. A strong feature is the staff's enthusiasm and the way in which they give children their full attention. They clearly value what children say and do, and their questioning methods consistently challenge and support children to achieve as much as they can. Staff routinely record observations of children at play, to determine their natural interests, capabilities and preferred learning styles. In relation to their starting points, children's individual progress is excellent. The highly effective electronic tracking system and children's individual records of achievement, which contain pictorial examples of children's progress towards the early learning goals, are testimony to this. All children are confident learners who have clearly developed a positive attitude towards learning.

Risk taking is an integral part of the provision and this is done in a responsible way and only when trust is firmly established and staff are convinced children fully understand their capabilities. As a result, children have developed a real sense of belonging and overall their behaviour is exemplary. Children clearly understand what standards of behaviour are expected and apply these in order to keep themselves and others safe.

Children have developed an excellent understanding of healthy living through their play and activities. There is a self-service system at snack time and healthy eating is continually promoted. During the inspection there was a sudden downpour of rain and children playing outside attended to themselves extremely well. For example, they spontaneously dried their own hair on the individual towels provided and they collected the used towels for the laundry, without the staff prompting them. Their understanding of the importance of following good personal hygiene routines to minimise the risk of the spread of infection is excellent. In addition, high standards of hygiene and cleanliness are continually maintained at the setting, reflecting the staff's commitment to the children and successfully promoting their good health.

Children are confident and work extremely well on their own. They are always encouraged to use their initiative. They have also developed excellent

interpersonal skills, demonstrated through their awareness of the needs of others. They clearly value people's differences, such as gender, ethnicity, culture and disability and children's positive attitudes reflect this. Their activities and resources also help to reinforce diversity and inclusion, such as storytelling, food tasting and role play.

Children are successfully supported through experiential or hands-on learning, and they are encouraged to explore, experiment and think imaginatively, such as through den making and construction activities. Open-ended play is an integral part of the provision. Children have great fun using one-handed tools for mark-making, model making and planting and growing sessions. They are developing fine motor skills and self-confidence. Children enjoy and learn from repetition and their favourite stories and rhymes are repetitive. New phrases are eagerly learnt to anticipate and join in.

Children's development in communication, numeracy and literacy and the use of information and communication technology is excellent. They learn about cause and effect when they use the computer and they develop hand and eye coordination when they use the mouse. This is part of the continuous provision alongside the use of other programmable resources, such as, quality remote-controlled cars. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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