

Happy Faces Pre-School

Inspection report for early years provision

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Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2007 to provide full day care. It operates from a community centre within the grounds of a school in Fareham, Hampshire. The pre-school is open weekdays from 9am to 3.30pm, a lunch club operates during these times. On a Wednesday the setting is open from 9am to 12 noon for a morning session only.

The pre-school is registered under the Early Years Register and the compulsory parts of the Childcare Register. They may care for no more than 26 children from two years to the end of the early years age group at any one time. There are currently 63 children on roll, 36 of whom are in receipt of government funding for nursery education. There are systems in place for children who have English as an additional language and those who have special educational needs and/or disabilities.

There are 11 members of staff, including the owner/manager, who work at the pre-school. Of these, 10 hold appropriate early years qualifications and one is working towards such a qualification. The owner and manager are enhancing their existing qualifications by working towards a degree in Early Years. The pre-school receives regular support from the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the pre-school. They are developing personal confidence and self-assurance in this supportive and welcoming environment. Staff plan activities that are fun and interesting. However, children do not readily learn about different cultures and beliefs. The pre-school has positive partnerships with outside agencies and parents of children who attend, which ensures that staff are able to identify children's individual needs. The policies and procedures are implemented effectively. The setting has worked hard to address the previous recommendations and is committed to improve any areas for development, such as displaying children's work, continuously driving improvement for the benefit of the children. As a result, all children are making good progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- create an environment rich in print where children can learn about words such as names and labels on equipment and play areas
- provide opportunities for children to gain an awareness of cultures and the

- beliefs of others
- create an environment where children's work is displayed and celebrated.

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of child protection procedures and know how to implement them effectively to safeguard the children. Staff are familiar with the procedures to follow should they have concerns regarding the children's welfare and update their knowledge in this area by attending child protection training. The records of accidents and incidents kept by the pre-school are thorough and enable staff to monitor children's welfare over an extended period.

The management and staff team work in a flexible manner to ensure that each child receives effective and caring support throughout the day. Staff ratios are maintained at a high level and individuals constantly adjust their practice to meet the needs of children. Communication between the staff is ongoing and everyone shows genuine interest in working as part of a team for the benefit of the children. Good recruitment and vetting procedures are in place to ensure all adults working with the children are suitable to do so. The owner monitors staff performance by working with them each day, and completing an appraisal each year where staff have the opportunity to identify their own skills or development needs. Detailed risk assessments are carried out to ensure the premises are safe and secure for the children.

The management and staff team meet regularly to discuss ideas and action areas for improvement. For example, since the last inspection, they have re-organised the book area to make it more inviting and invited parents to discuss their children's progress and the curriculum; this benefits the children. Children make their own informed decisions about what area they want to play in and have easy access to the wide range of resources available. Staff deployment is very good, ensuring all children are fully supervised and receive support and encouragement throughout the day.

The sessions run smoothly and space is used well to ensure all children are able to participate fully in the range of available activities. The environment is light, bright and well organised. However, children's artwork and creations are sent home rather than be displayed. This does not develop their sense of belonging and achievement in the setting. Currently, children walk on a walking rope several times a day to play in the school's grounds opposite the setting. They can ride their wheeled toys and take part in physical activities with bats and balls. In addition to this, a rear outdoor area of the pre-school has been identified to be developed for the setting so children can free flow in and out as they choose.

Children are beginning to learn about equality and diversity through a range of planned topics and themes; these cover food-tasting activities, dressing up in various costumes and seeing a range of visitors. Children have access to a range of multicultural resources and there are some positive images of ethnicity displayed around the pre-school. However, children do not readily learn about other cultures

or beliefs. This does not give the children frequent opportunities to learn about the wider world we live in. Procedures are in place to support children with individual needs. Staff are skilled at varying the activities to ensure all children are involved and gain the most from what is on offer.

Children benefit from the good relationships between the staff and their parents. Information is shared openly and parents are encouraged to be involved in their children's learning. They have access to their children's records at any time and are able to make written contributions about their children's learning in the setting and via the children's link books. Regular newsletters and a notice board keep the parents fully informed about changes and developments. Questionnaires are used to seek the views of parents and the information on children's starting points helps to build partnerships. There are good systems in place to share information with other providers of the Early Years Foundation Stage; this ensures the children's care, play and learning in one setting complements another.

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

All children in the pre-school have fun and are kept very busy. They enjoy a wide variety of activities and experiences to promote their learning and development in all six areas of learning. Children play with real plates, cups, cooking utensils and a food mixer in the home corner. They pretend to cook food in frying pans such as playdough pancakes. Children paint their hands with different coloured fluorescent paint. They laugh with delight as they express how it feels sticky and watch as their fingers turn bright pink. They admire their printed hands on paper. Other children demonstrate good creative thinking, dexterity and imagination as they use various boxes and collage materials to make models; they enjoy trickling the glue onto card and sticking on stickers and shapes. Children demonstrate good hand to eye coordination using scissors and cutting up fruit for snack with safety knives. Staff promote children's own interests, for example, providing accessories for dolls.

Staff are enthused and have a good knowledge of the Early Years Foundation Stage implementing a well balanced curriculum. Regular observations are carried out as children play and planned activities are evaluated to assess if learning objectives are met. Next steps for children are identified and actioned to inform future planning. This demonstrates that the staff have good knowledge of children's unique character.

Children are starting to learn skills for the future, such as recognising their own names as they self-register. They have one to one with members of staff to reflect on phonics and number recognition. Some of the resources and areas of learning are labelled to encourage word recognition, however, these are limited. Children's language is developing well as they have opportunities to discuss events that have happened at home. They have the opportunity to care for the setting's toy dog for a period of time and share their experiences. Children use the computer with confidence, often selecting their own programmes and use the mouse with confidence. They demonstrate good spatial awareness as they ride bikes and trikes

and develop use of their larger muscles as they jump, bend and stretch when dancing to music. Children are very well supported by the staff and build positive relationships with very good interaction.

Children learn how to keep themselves safe through discussion and gentle reminders, for example, how to carry a chair to another table and to hold the safety knives correctly to cut up the fruit at snack time. They learn about their own health and safety through nutritious snacks, helping themselves to water and getting regular exercise. Regular fire drills are conducted with the children and they learn how to stay safe by being reminded to sit on the chairs correctly and to pick things up from the floor to prevent others falling over. Children sit well during group time, taking an interest in stories and listening to instructions. They are beginning to show consideration for others as they share resources. The consistent rules and boundaries implemented by staff are effective and children learn the sound basics of good behaviour by being reminded of the group's rules. Children's self-esteem is promoted as they receive praise on a reward board, which make every child feel special.

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	2
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
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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

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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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