

# Happy Days Pre-School

Inspection report for early years provision

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**Unique reference number** EY332584  
**Inspection date** 13/10/2011  
**Inspector** Gail Robertson

**Setting address** Nettlebed Community School, High Street, Nettlebed,  
Henley-on-Thames, Oxfordshire, RG9 5DA

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**Type of setting** Childcare - Non-Domestic

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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 Days Pre-School opened in its current purpose built premises in 2006. It is situated in Nettlebed Community Primary School in the village of Nettlebed in Oxfordshire. A maximum of 24 children may attend the pre-school at any one time. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The pre-school is open during school term times each weekday from 9.15am until 12.15 pm and 12.15 until 3.45pm. Children can stay for a variety of sessions including an optional lunch time of 12.15 until 12.45pm. Children have access to a secure enclosed outdoor play area. There are currently 34 children aged two to under five years on roll. Of these 20 children receive funding for nursery education. Children come from the local community and surrounding area. The pre-school is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. Currently seven staff work with the children. Five hold appropriate early years qualifications and two are in training. There is a qualified teacher and the manager holds a foundation degree and is working towards Early Years Professional Status. The pre-school has strong links with the host school and other providers of pre-school education and care.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good pre-school where children are happy, safe and enjoy their learning. Staff work well together to ensure children's needs and interests are mainly met. It is fully inclusive, promotes positive attitudes to diversity and celebrates children's differences. The manager and committee are constantly looking for ways to improve the quality of the provision. Transition arrangements for children moving on to school are exceptionally thorough. The pre-school works extremely well in partnership with parents, the host school and other providers to enhance provision for children's learning and welfare.

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

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

- increase opportunities for the more able children to be challenged across all areas of their learning
- foster children's independence in their everyday routines, including snack times.

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

Safeguarding procedures are extremely cohesive and ensure that children are fully protected from the risk of harm and that they enjoy a very safe and supportive environment. Staff demonstrate a clear awareness of safeguarding issues and the procedures to follow if they have any concerns about the welfare of a child in their care. Exceptionally well written policies and procedures for children's safety are regularly reviewed and shared with the parents. Robust checks are carried out to ensure that staff are qualified and suitable to work with children. The strict induction procedures ensure children's well-being is constantly being protected. Risk assessments are exceedingly rigorous. Staff have good knowledge of how children learn and they are encouraged to further their understanding through continuous training. This results in staff having good expectations of what children can achieve, although they do not always plan sufficiently challenging activities for the more able children or provide enough opportunities to develop their independence. Staff have a wealth of knowledge about each child and they draw up individual learning plans for their achievement. All of this enables children to make good progress which is tracked through the child profile. Staff willingly share their knowledge and expertise with parents and carers and fully involve them in their child's learning and development. This results in parents and carers following and extending learning at home. For example, the manager produced an excellent video record of the children's learning throughout the year to illustrate for parents the good development and progress that had taken place. This is a fully inclusive setting where children and adults are fully respected and differences celebrated and shared. The key worker system is effectively used to identify children who may need extra support in their learning and development. Everyone works well together to improve the pre-school. Staff, parents and carers, the committee and children all contribute their thoughts, ideas and suggestions and know that their comments will be valued and acted upon. For example, recent discussions resulted in changes to the snack menu. The host school also provides information on children's achievement and areas to consider for improvement, such as problem solving, number and reasoning, which the pre-school is implementing. The committee and manager have carefully devised action plans to drive improvement. The attractive and well maintained building provides a safe and stimulating area for the children's care and play. The outside area is used well to promote all areas of learning. It is fully shared with the school's Reception class, including the cost of resourcing, to benefit children's smooth transition into the school. Parents commented on the 'seamless transition through a very well planned programme.' The setting makes best use of parents' skills and visitors to develop children's understanding of the world, such as the police, dentist and health visitors. Partnerships with other providers, such as the nearest children's centre and other pre-schools, are very productive and influential in supporting the centre's work.

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

Children make good progress because they enjoy the stimulating activities and are given good support that ensures they develop fully as individuals. The creative learning experiences on offer excite and stimulate children's curiosity in their learning. Staff have good knowledge of children's starting points from parents and carers and make detailed observations and recordings of children's progress to ensure their care and needs are mainly met. The setting is most welcoming with a strong family feeling as soon as you walk into the building. There are well-planned opportunities for both indoor and outdoor learning with a wide range of good quality resources for children to choose from. Younger children explore the whole area as they are still finding new resources for play. Older children settle down to serious play, both independently and with their friends. This helps them to develop the skills they need for future learning. Children's stages of development are carefully considered when planning activities. As a result, they move naturally to the areas which suit them best. Staff listen to the children but on occasions miss opportunities to develop the more able children's critical thinking through open questioning. The buildings and garden are attractive, child-friendly, and buzzing with purposeful activity. Children have a great sense of belonging and form warm and caring relationships with each other and staff. Children are eager and prepared to have a go at new tasks and activities. They learn to care for living things, for example when they helped rear chicks from eggs and then watched them grow into hens. They learned to be skilled observers through this wondrous experience. Important steps in literacy are made as children love books, storytelling, learning letters and sounds and mark making. The mobile library visits help make this area of learning special. Children are supported in their understanding of each other's culture through celebrations such as Chinese New Year and the role play Romany caravan. Through the extensive range of resources, books and posters, children are helped to understand the society in which they live. They help the staff to draw up lists of the behaviour they like and dislike and how they treat each other. Consequently they have exact rules, behaviour is very good and self-esteem is high. Children have a strong sense of security and have great confidence in the adults around them. They understand why they must be sensible when going from the inside to the outside and when playing in the garden. They play together safely, for example when building with tyres and bricks. Children enjoy helping by sweeping up spilled pulses from the sand tray to avoid accidents. They are learning to be helpful and considerate. Children enjoy a range of healthy snacks. Water is freely available but staff pour it for the children and give them the food they ask for instead of promoting responsibility and independence. The contents of children's lunch boxes are healthy, as are the hot meals eaten in the community dining hall with the primary school children. Every child loves washing their hands, because they know it keeps away germs and supports their good health. They love the fresh air and exercise and make the most of their physical play in a safe enclosed area.

## 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	2
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	2
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	2
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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	1
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