

# Happy Hours Preschool Playgroup

Inspection report for early years provision

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**Unique reference number**

EY430854

**Inspection date**

21/11/2011

**Inspector**

Lisa Toole

**Setting address**

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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 Hours Preschool Playgroup opened in 1971 and re-registered in 2011 following the retirement of one of the registered providers. It operates from the Methodist Church in Shoreham-by-Sea, West Sussex. Children use three indoor play rooms and also have access to an enclosed garden.

A maximum of 27 children may attend the preschool at any one time and it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open each weekday from 8.50am to 11.50am, with a lunch club from 11.50 am to 12.50pm for 38 weeks of the year.

The pre-school provides care for children aged from two to under eight years only. There are currently 28 children on roll. The pre-school currently supports children with special educational needs and/or disabilities.

The pre-school employs seven members of staff, six of whom work directly with the children. Of these, six hold appropriate early years qualifications.

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

Overall the quality of the provision is outstanding.

The outcomes for every child in the pre-school are exceptionally good. They receive excellent care and are supported extremely well as they progress towards the early learning goals. Staff recognise that some of the girls show a little less interest in using technology resources such as the computer; this is an area that staff are enhancing and is a recommendation for further consideration. The uniqueness of each child is wholeheartedly valued and exceptionally good support is given to children with special educational needs and/or disability in order to fully promote inclusion. Effective partnership working is fully embedded in their practice, as is a very strong commitment to driving continuous improvement. Consequently their capacity to improve is excellent.

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

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

- enhancing girls' experiences using a range of technology resources.

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

Children benefit from being cared for in a very safe and stimulating play environment. Safeguarding children is extremely high on the agenda for every member of staff. This means that children are protected from hazards through meticulous risk assessment and record keeping and are appropriately safeguarded regarding child protection concerns. All mandatory documentation is in place and very well maintained, helping to keep children and staff protected and safe.

Children access an extensive range of resources, which comprehensively support their learning and development in all six areas. Staff create a wonderful and child-friendly environment each day, in all areas, to stimulate children's play. The staff team are dedicated, passionate about the care and happiness of the children and show a very strong commitment to their continued improvement, in order to enrich children's lives. Their teamwork is exceptionally good, ensuring they are appropriately deployed, both in and outdoors. They have regular team meetings to discuss their practice and reflect on areas for further development. Self-evaluation is successfully used to highlight areas they feel can be developed, such as the provision of new child-sized toilet facilities and covered area in the garden. These positive improvements help enrich children's care and play experiences very well. The views of parents and children contribute to their ongoing identification of priorities for improvement, which reflects how positive their relationships are with each other. Discussion with parents highlight how extremely happy they are with the preschool and the care of their children. They describe it as 'very nurturing' and 'brilliant'. Parents also strongly value the support their child's key person gives them, on an individual level, with issues worrying them, for example about their child's development and behaviour. This nurturing approach by staff truly enhances the outcomes for children and their families.

Partnerships in the wider context are very positive, particularly regarding the support for children with special educational needs. Staff put equality at the heart of all aspects of the pre-school, recognising the differing needs and interests of every child and supporting them wholeheartedly. The consistently thorough approach to supporting children's unique needs helps them to make great strides in their overall learning and development, from their starting points; this is a key strength of the pre-school.

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

All children achieve exceedingly well from their starting points and the pre-school's commitment to inclusion successfully helps narrow achievement gaps. Each member of staff knows their key children in great detail. They understand what their current interests and next steps for learning are and confidently explain how they are supporting them to progress further. The superbly child-led play environment enables children to become active and independent learners; they

make their own decisions about what they do, whether they play in or outdoors and how they use particular resources. The systems for observation and assessment, to help plan and provide targeted support for individual children are excellent; consequently children are progressing very well towards the early learning goals.

Staff use effective open-ended questioning to stimulate children's critical thinking. For example, children use torches to explore light and dark, with staff encouraging them to think about shadows and how they can make the light appear to dance around on the ceiling. In the garden children delight in exploring water and capacity, as they pour and empty pots using tubes, funnels and water containers, while staff ask them what they think will happen to the water as they pour it. Key skills for the future are enthusiastically taught and supported by a team of staff who have a comprehensive understanding of how to challenge and extend children's learning. They help them to learn how to count beyond ten, how to express their creativity and early writing through mark making and craft activities. An extensive range of technology resources are provided for the children to learn about the world around them. Observations and assessment by staff have highlighted how girls tend to prefer other activities to using technology and is an area that the staff are committed to enhancing for the girls development of key technology skills. Children enjoy a wealth of opportunities to celebrate diversity and value equality because of the group's commitment to inclusive practice. This helps children learn about how to make a positive contribution and respect that there are many different people in the world around them.

Children enjoy exciting and fun opportunities to develop a healthy lifestyle as they participate in yoga and dance exercise activities, learning about the effects of it on their bodies, for example, about how their heart beats faster. Excellent hygiene procedures and a commitment to very healthy lifestyles are consistently reinforced by staff. This helps support children's extremely good opportunities for a healthy lifestyle. Children make their own decisions about when to eat snack, through the highly successful use of a rolling snack-bar system. They eat nutritious snacks and packed lunches, and access drinking water throughout the day, as part of their healthy diet. Children's opportunities to learn about keeping safe are enriched by being able to take manageable risks, for example as they explore the climbing frame, during their imaginative games. Gentle reminders about how to use equipment, practising emergency evacuation and behaviour expectations help them learn key messages about keeping themselves safe.

## 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

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

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