

# Happitots Community Pre School

Inspection report for early years provision

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**Unique reference number** EY404904  
**Inspection date** 30/01/2012  
**Inspector** Carly Mooney

**Setting address** Chapel St. Leonards GM Primary School, Amery Way,  
Chapel St. Leonards, SKEGNESS, Lincolnshire, PE24 5LS

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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

Happitots Pre-School was re-registered in 2010 but has been operating for over 20 years. It operates from a children's centre on the grounds of Chapel St Leonards Primary School, Chapel St Leonards, Lincolnshire. The pre-school serves the local area and has strong links with the school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Thursday, during school term times. Sessions are from 8.30am until 3.15pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 38 children may attend the pre-school at any one time, all of whom may be on the Early Years Register. There are currently 35 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive due to the exceptional levels of care and support that is provided at this welcoming and forward thinking pre-school. They make significant progress in their learning and development because staff are dedicated and have an extensive knowledge and understanding of the Early Years Foundation Stage Framework. Staff work cohesively as a team and offer a fully inclusive service where the uniqueness of every child is recognised and celebrated. Highly successful relationships with parents have been firmly established, ensuring children's individual needs are fully supported. The pre-school is led and managed by an experienced and highly motivated management team who, together with all staff, embrace the process of self-evaluation.

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

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

- develop further children's opportunities to experience aspects of their local environment during outdoor play.

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

The pre-school is extremely well led by a highly experienced management team, who provide valuable support to all staff. Each staff member is fully valued and respected and they bring a wealth of individual strengths to the setting. All staff are trained to a high level in child protection and safeguarding issues are discussed and reflected on constantly. Robust systems are in place to ensure that all staff, who work with children are suitable to do so. Thorough record of risk assessments are maintained to ensure that children can play in a safe and secure environment. These are placed in prominent positions around the setting as a constant reminder to staff and parents. Staff are vigilant regarding security and daily checks of the premises ensure hazards are quickly identified and minimised. Staff are deployed very effectively and work closely as a team to provide clear supervision of children both inside and outside. The pre-school follows clear Pre-school Learning Alliance policies, which are regularly viewed during staff meetings. A policy of the month is displayed for parents to view to ensure that they are fully aware of the procedures, which effectively underpin the excellent practice at the setting.

Staff create a very stimulating and interesting play space both inside and outside, which allows children to enhance their learning through creative play and exploration. Thoughtful deployment of the resources enables children to make choices and become active, independent learners. The outdoor area is available throughout each session and enables children to experience a full range of activities. However, further development has been identified regarding acknowledging the children's local environment. For example, the beach and Lincolnshire produce. Children's work and photographs are displayed throughout the setting, including the areas where parents gather, which gives them a true sense of belonging. They enjoy helping to display their own work, including pictures and models they have made at home. Through topic work and access to quality resources, such as, books children learn to value each other's differences and similarities. Staff provide a fully inclusive service to all children attending and ensure that no child is disadvantaged in anyway. Individual children's needs are thoroughly addressed through staff's clear knowledge of all of them and their families. Staff are experienced in supporting children with special educational needs and/or disabilities and procedures in place are effective.

Partnerships with parents are excellent. Each child and parent is greeted individually and made to feel very welcome within the setting. Staff value parent's opinions and gather constant feedback about the provision. Parents receive quality feedback about their child's learning, both on a daily basis and through more formal consultations to discuss progress. They spend quality time within the setting at monthly parent interactive sessions and are encouraged to share information about their child's learning at home through their sharing bags. Parent's comment very positively about the individual support given to their child. The pre-school exchanges clear information about children when they attend other settings to ensure effective continuity and progression and strong links are in place with the local school to ease transition.

Management and staff have a very clear vision for the setting and truly embrace the process of self-evaluation. They have high expectations and set high standards, which are embedded across all areas of their practice. Regular staff meetings provide valuable opportunities for staff to raise their views and share good practice. Identified areas for improvement are focussed and realistic, fully taking into account the needs of the children. Staff are highly motivated to attend professional training, which enhances their current knowledge and skills.

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

Children arrive confidently at the setting and quickly settle at an activity of their choice. There is a vibrant, yet calm atmosphere where all children are happy, eager to learn and respond to challenges with great enthusiasm. Staff demonstrate a wealth of experience regarding their knowledge of how children learn and as a result, there are good opportunities for children to play independently, alongside others and in groups. Children benefit from an inclusive, child-centred curriculum that takes into account their individual learning needs. Parents and children actively contribute to each child's personalised learning through adding their observations, thoughts, interests and ideas to planning spiders displayed on the parent's notice board. Learning journeys provide a comprehensive record of the progress children are making towards the early learning goals. Observations are meaningful, clearly linked to the areas of learning and provide realistic next steps for children to work towards. A tracking system in place, allows staff to effectively track children's progress and quickly identify and reduce any gaps in their learning. A strong key person system is in place for children to become familiar with the setting and feel confident and safe within it. A second named key person is also available to ensure that there is always a familiar and trusted person available, who knows the child well.

Children are motivated to be highly independent learners, who are given time to make their own decisions and have ownership of their actions. Children demonstrate that they are familiar with routines, such as joining as a group when the bell is rung. A visual timetable provides guidance to the day and allows children to reflect on what has happened and to know what is happening next. They engage in many independent activities, such as washing up their own cup and plate at snack time and putting on Wellington boots when choosing to play outside. Children play in a word rich environment and develop a love for books as they sit attentively and listen to stories told with great enthusiasm. Literacy skills are supported well in all areas of learning, such as writing 'shopping lists' when visiting the pre-school shop. Older children, in particular, talk willingly with adults and each other and show they are confident communicators. This coupled with their developing skills in technology and problem solving contributes to their future economic well-being. Children frequently access a computer on which they confidently complete simple programs. They work very well together as a team deciding, which number balloon matches the number of dots on the dice. Displays show that children are able to use a camera to take photographs of their friends. During role play, children play with real food items, such as fruit, vegetables and

ice cubes. They carefully cut up the items into pieces, using real knives and mix together their mixture to make their 'ice cream'. Children express their ideas creatively through their drawings, art and craft work, role play activities and through a range of media. They proudly show members of staff the Chinese dragon they have made at home, with materials provided by the pre-school in their sharing bag. Children spend valuable time in the local community, engaging in activities, such as, trips to the beach, post office and nursing home. Children freely access a rich and inspiring outdoor area where they embrace a range of play experiences. For example, they develop their physical skills, manipulate dough and join in more strenuous activities, such as constructing with large crates or digging in mud.

Children are actively and consistently praised by staff for their efforts and achievements and as a result, their confidence and self-esteem is carefully fostered. Children develop a significant understanding of healthy eating through topic work, ongoing discussions with staff and through accessing healthy snacks each day. They are successfully encouraged to develop their own personal hygiene skills, such as independent toileting and automatically washing their hands before snacks. Children have excellent opportunities to take responsibility for their own safety by playing in a safe and supportive environment. They understand how to evacuate the premises in an emergency and are gently reminded how to use equipment safely while playing. Overall, children successfully demonstrate that they are acquiring excellent skills, which will benefit them in the future.

## 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