

Happitots

Inspection report for early years provision

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Inspector

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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 is a committee run pre-school, which re-registered in 2007, when it moved to West Hove Community Church. The pre-school is situated in the Poets' Corner area of Hove, East Sussex. Children are generally cared for in the hall, but are also able to use the main church room for small group work. There is also a fully secure outdoor area for children to play in the fresh air.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The pre-school may care for a maximum of 30 children under eight years at any one time, but is currently only operating an early years provision with 24 children in this age range on roll. The pre-school is open Monday to Friday from 9am to 12 noon, during term time only. Staff support children with special education needs and/or disabilities and children who are learning to speak English as an additional language.

There are six staff who care for the children, including the manager, four of whom hold appropriate early years qualifications. Children aged three and four years are funded for free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, have fun and make good progress in the safe, inclusive and generally well-organised pre-school environment. Strong leadership, successful team working and effective self-evaluation result in practices which are continually improving to meet the needs of the children and their families. Recently reviewed systems for observing and assessing children's levels of achievement are proving effective, overall. Effective partnerships with parents, carers and other professionals support the manager and staff team to provide children with coordinated and consistent care.

What steps need to be taken to improve provision further?

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

- increase the opportunities for children to explore the resources and make choices and decisions in order to develop greater independence in their learning
- improve the systems for monitoring children's progress in order to more clearly identify the rate at which they are progressing.

The effectiveness of leadership and management of the early years provision

Children's safety is effectively prioritised in the pre-school. Competent risk assessments identify potential hazards. These are regularly reviewed and updated to reflect the needs of the children attending. One member of staff takes responsibility for child protection issues and concerns, and she has attended appropriate training to support her in this role. In addition, comprehensive policies outline the process to be followed should any concerns be raised regarding the welfare of a child. Staff with first aid qualifications are present at all times, and staff maintain appropriate records of children's accidents and any medication they administer.

Children make good progress in their learning and development as a result of high-quality adult interactions and the interesting activities on offer. Staff competently undertake observations of the children. These observations enable staff to plan activities and experiences that children enjoy and that offer an appropriate level of challenge. Records indicate each child's level of achievement, but do not include the date at which each stage was reached to show their rate of progress.

The committee, manager and staff team work very effectively together to evaluate the strengths and weaknesses of the provision. Regular meetings enable all staff to share ideas and to identify goals for the pre-school, based on the needs of the children attending and their families. Recent improvements have focused on reorganising the group room in order to create a more appealing area for children to look at books. The effective team working between all staff creates a relaxing and positive environment for the children. The pre-school also works closely with the local authority to access training and to meet with the advisors.

Children can choose from a wide range of toys and resources, which are well maintained and appropriate for their ages and stages of development. Staff generally choose and set out the toys and activities for the children before they arrive each day, because the existing storage facilities are effectively risk assessed as a potential hazard to children. Although children have many other opportunities to make choices and decisions throughout the session, this limits their opportunities for independent learning.

Parents and carers are vocal in their praise of the pre-school. They receive a very friendly greeting as they arrive to deliver and collect their child. Parents receive a good range of written information, including newsletters, and have access to the pre-school policies and procedures. They also attend regular consultations to discuss their child's progress. There are clear arrangements in place to work in partnership with other early years providers involved in caring for the children attending. As a result, the care of all children, including those with special educational needs and/or disabilities, and those children learning to speak English as an additional language, is consistent and coordinated.

Good arrangements are in place to identify children's individual personalities and to understand their religious and cultural backgrounds, as well as any traditions

respected in their homes. As a result, children develop good self-esteem and are encouraged to respect diversity in the local community and wider world. Staff are experienced at working with children and families who are learning to speak English as an additional language. Support from outside agencies is available in some cases. Staff communicate using basic sign language, as well as learning some key words in the child's home language, to aid the child's growing understanding of English.

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

Children are happy, settled and engaged as they play and learn in the friendly pre-school environment. They separate easily from their parents and carers, and respond positively to the caring interaction of staff. Children are familiar with the routines and boundaries in place and behave safely and sensibly, listening well to any instructions or advice from staff.

Children generally enjoy a good mix of free play and more adult-instigated activities, although there are times when adult-directed art activities focus strongly on a specific end-product. However, overall, children are making good progress in their creative development. They have regular opportunities to explore the art materials independently to produce individual and expressive pictures. They also engage in charming role-play games and enjoy singing and dancing activities. Children chat happily as they play, using language very effectively to share stories and to ask and respond to questions.

Children's progress in their problem-solving, reasoning and numeracy is similarly impressive. They enthusiastically complete puzzles, use construction materials and confidently count, sort, match and compare items. Children are becoming proficient in the use of electronic equipment, such as computers, cameras and torches. These skills, along with their friendly dispositions and good manners, help to prepare children for their transition to school and the challenges of the future.

The pre-school compensates for the limited amount of outdoor play space by setting out resources and activities to promote children's physical development indoors. These include a climbing frame, ride-on cars and parachute games. However, the outdoor space is very effectively used to enable children to play in the fresh air. They also go on supervised walks into the local community, where they visit shops, the local railway and look at features in the natural world.

Children receive good support to learn about healthy lifestyles. Staff clearly understand children's individual dietary requirements and provide them with appropriate nutritious mid-morning snacks and drinks during each session. Children are developing good personal care routines and receive good support in their self-care and toileting. They routinely remember to wash their hands and understand the importance of not spreading germs.

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	3
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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