

Happy Dayz Pre School LTD

Inspection report for early years provision

Unique reference number

EY437643

Inspection date

26/03/2012

Inspector

Carol Cox

Setting address

Speedwell Methodist Church, 378 Speedwell Road,
BRISTOL, BS15 1ES

Telephone number

07403 993984

Email

happydayzpreschool@gmail.com

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Happy Dayz Pre-School was first registered in 2011. It operates out of Speedwell Methodist Church in Kingswood, Bristol. Children enjoy access to the main hall, small hall, quiet room and two enclosed outside play areas. The pre-school is registered with Ofsted on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The pre-school opens from 9am to 3pm each weekday during school terms. The pre-school may care for a maximum of 28 children aged between two and eight years old, at any one time, there are currently 14 children on roll. The pre-school employs four staff and a manager; they all hold appropriate early years qualifications. The pre-school is registered to receive funding for early years education for three and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Managers and staff have worked hard to establish and improve the pre-school and demonstrate a sound capacity for continuous improvement. However, systems to monitor and evaluate the provision are not yet consistent. Happy Dayz Pre-School meets children's individual needs well and they make good progress in most areas of learning. Children enjoy a well-balanced range of activities and free play supported by sensitive interactions with staff. Children's health and safety are promoted, although they have not yet practised the emergency evacuation procedure.

What steps need to be taken to improve provision further?

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

- develop children's understanding of the emergency evacuation procedure
- provide children with opportunities to explore and share their thoughts, ideas and feelings in a variety of free creative activities and use mark making in meaningful ways
- implement a system to monitor the quality of provision and identify areas for future development

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are appropriate and staff have a sound knowledge of child protection issues, some have attended recent training. Safeguarding policies and procedures are clear and follow the guidance of the Local Safeguarding Children Board. Staff seek explanations of existing injuries from parents and know which services to contact should they have concerns. All adults

who have contact with children are suitably qualified and checked. Parents identify all those authorised to collect children and there is a password system in place for emergency situations. The premises are safe and secure and regular risk assessments are made supported by daily checks. The main playroom is large and bright, a cosy quiet room is available and the garden is secure and offers exciting opportunities for exercise and fresh air. There is an emergency evacuation procedure in place, although this has not yet been practised with all children. Staff work closely with parents to learn about each child's individual health, dietary and cultural needs. Partnerships with parents are developing and the key person system helps build relationships to the benefit of children. Parents enjoy regular information about activities and are encouraged to contribute their own observations; this is not yet fully in place. When children need extra support key persons are keen to work with other services to provide a consistent service.

Since opening to children in January the pre-school staff have concentrated on settling children and making initial assessments of their needs. Key persons know children well, and have begun to establish written learning profiles to record their achievements. The staff team use these records to plan activities to promote and consolidate learning for each child. The pre-school has started to form links with other settings and professionals who care for children, this helps provide a holistic approach to meeting the individual needs of children when they need extra support.

Children enjoy free access to a wide range of resources designed to stimulate learning and reflect the diversity of the local community; these include homemade posters and domestic objects such as plant sprayers. Key persons work closely with parents to learn about each child's family heritage and language needs. Staff are well qualified and have an understanding and experience of how to meet children's individual care, learning and development needs. For example, they use simple sign language with all children to support their communication, and to ensure all children are valued and included. Staff have a clear understanding of the learning and welfare requirements of the Early Years Foundation Stage framework. Staff recruitment procedures are robust and fair, staff are supported through a probation period and once permanent enjoy regular appraisals. The training and development needs of staff and the pre-school are identified and planned. All necessary policies and procedures are in place and made available in writing for parents. There is no consistent system in place yet to evaluate and monitor the quality of the provision. However, through reviewing practice and policies staff have addressed issues and implemented changes since registration and admitting children. The pre-school staff and managers demonstrate a developing capacity for continuous improvement.

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

Children make good progress in their learning. Since registration staff have concentrated on settling children in and getting to know their care, learning and development needs. With this knowledge of each child, key persons have started

to plan activities to promote progress in all areas based on their observations and understanding of children's interests. Learning profiles have been started for each child to record their achievements, identify what they need to learn next and inform planning. Children proudly choose books to take home to share with parents. Parents all say they are very happy with the pre-school. Children enjoy a well-balanced programme of activities including adult-led and child initiated play. However, children are not always free to express themselves creatively. Children's language development is supported well through good staff interactions when they have meaningful discussions about the games they share. Although children begin to recognise and sound out initial letters staff do not routinely support children in using mark making in their everyday play. Staff provide a range of interesting learning experiences outside.

Children engage in robust physical play, grow plants and indulge in play with soapy water. They concentrate on filling containers and fill up the boot of a pedal car with water. They display good physical skills, pedalling around each other and balancing on the large tractor tyres which they make into castles and dens. When playing hide and seek an adult joins in and asks how many she should count to before she comes looking, children say 'five' and hurry to hide. Staff help children learn about keeping themselves safe by reminding them of simple rules and vigilantly watching them as they challenge themselves. Through interesting activities and sensitive interactions with children key persons help them develop good skills to support their future learning.

Children learn about healthy lifestyles and follow appropriate personal hygiene routines both with supervision and independently. There is a mobile sink unit in the playroom where children independently wash their hands after playing in the garden. They freely access water when they are thirsty and happily cut, peel and eat their fruit at snack time. Staff work with parents to promote a healthy lunch box policy and learn about individual dietary needs. There are suitable systems in place to record individual health needs and to administer medication or treat accidents, none have yet occurred. They have settled well and show a sense of belonging and security. They help with everyday chores and respond to simple instructions about safety very well. Staff gently remind them to be careful when taking turns on the slide. Generally children behave very well; they listen to adults and learn that their behaviour may affect others. Children enjoy themselves and are beginning to build friendships with others and show attachment to members of staff. Through good interactions with staff informed by the developing working partnerships with parents, children begin to show a sense of belonging and are confident and eager to play and learn.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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