

# Happisburgh Hoppers

Inspection report for early years provision

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<b>Inspector</b>	Janet Keeling

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<b>Type of setting</b>	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*.

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## Description of the setting

Happisburgh Hoppers was registered in 2000 and is run by a voluntary management committee. It operates from facilities at Happisburgh First School in the village of Happisburgh, Norfolk. Children have access to an enclosed outdoor play area and to the school playing fields. The pre-school serves children and families from the local and surrounding areas.

A maximum of 18 children from two years to five years may attend the pre-school at any one time. There are currently 28 children on roll, all of whom are within the early years age group. The pre-school opens Monday to Friday from 8.45am to 11.45am during school term time only. The pre-school is in receipt of funding for early education. Children attend for a variety of sessions.

The pre-school has procedures in place to support children with special educational needs and/or disabilities and is registered by Ofsted on the Early Years Register. There are five members of staff who work directly with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 4, three hold an NVQ at level 3 and one holds an NVQ at level 2. The pre-school receives support from the local authority and was accredited with the Norfolk Quality Assurance Scheme in December 2007.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at this welcoming and child-friendly pre-school. They engage in a wide range of enjoyable activities and make good progress in their learning and development. Overall, there are meaningful partnerships with parents, carers, the host school and outside agencies which ensure children's individual needs are well supported. Staff are dedicated, experienced and work well as a team to provide an inclusive service where all children are valued and fully integrated into pre-school life. Overall, staff demonstrate a positive attitude and commitment towards the sustained and continuous improvement of the pre-school, which is well placed to develop further in the future.

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

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

- improve the two way flow of information with parents by updating the pre-school's prospectus to include information on the Early Years Foundation Stage framework and how parents can contribute to their child's early education

- develop further the process of self-evaluation in order to identify the pre-school's strengths and priorities for development that will improve the quality of the provision for all children.

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

Good priority is given to safeguarding and protecting children. All staff have successfully completed their safeguarding children training and have a good understanding of child protection procedures. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent and demonstrate a good understanding of their roles and responsibilities. They are fully aware of the pre-school's policies and procedures and effectively implement them on a daily basis. Detailed risk assessments of the premises are completed and staff complete daily safety checks to ensure that any potential hazards to children are minimised. The environment is bright, very welcoming and provides good opportunities for children to make choices about their own learning and play. Staff are successfully deployed to ensure that children are supervised safely at all times.

The dedicated and experienced staff team work successfully together to ensure the smooth day-to-day running of the pre-school. Staff are positive role models and strive to improve their practice. The manager, staff and committee members are committed to improving outcomes for children and regularly seek the views of parents and carers. Recently parents completed questionnaires relating to snack time routines and activities. However, while systems for monitoring and evaluating the quality of the service are in place they do not clearly identify the pre-school's strengths and areas for development. There is a shared vision for inclusive practice ensuring that every child is fully included and integrated into pre-school life. This is particularly true for children with special educational needs and/or disabilities. In addition a detailed equality and diversity policy outlines a commitment to promoting inclusive practice. Staff are well supported in their roles. This is successfully achieved through yearly appraisals and ongoing access to further training.

Partnerships with parents and carers are good. They are invited to visit the pre-school before their child starts and are offered a home visit. They also receive a prospectus which outlines the running of the pre-school. However, it does not contain information about the Early Years Foundation Stage framework or how parents and carers can contribute to their child's early education. Children benefit from the warm and relaxed relationships that have been established between their parents, carers and the staff. Parents are kept up to date with information regarding the group through the use of a parents' notice board, regular newsletters and through informal discussion each day. In addition, they are able to view wonderful photographs of their children engaged in a wide range of activities on the digital photo frame. Parents speak highly of the pre-school's approach to meeting their child's individual needs. They comment that their children are happy, settled and enjoy the wide range of activities that are provided. Staff have developed good links with the reception class teacher at the host school. This has

a positive impact on children's future needs as many of them move on to attend the school where they will see familiar adults and be familiar with their new learning environment.

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

Children benefit from a welcoming and child-friendly learning environment. They show great enthusiasm as they arrive at pre-school and quickly become absorbed in their favourite activities. They have developed meaningful relationships with their peers and are supportive of each other's needs. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. The effective key person system ensures that staff and children develop strong bonds, helping children to feel settled and secure. Staff observe and assess children as they play and use information gained to effectively identify each child's next steps in their learning. All children have a 'learning journey book' which contains both photographic and written information of their learning, achievements and a record of their own work. These books are made available for parents and carers to see at any time and are formally shared with them during parents' evenings.

Children enjoy a range of stimulating and enjoyable activities and learning experiences. They are confident, enthusiastic and eager to learn. Their creativity is fully supported through access to a range of role play equipment, construction toys and to a wide range of media. For example, in the messy area children explore dough. They talk about the dough being very cold, soft and squishy. They skilfully knead, roll and cut the dough using a range of tools. Children's mark-making is fostered successfully with many opportunities to draw, paint, make marks in different media and practise emergent writing during role play. They develop a love for books as they freely access a range of picture books in the cosy book corner. They spend time looking at books independently and with their friends and enjoy sitting with a member of staff listening to a story. Children thoroughly enjoy music and join in with a range of songs and action rhymes. There is great excitement as all the children engage in their weekly French session. They have great fun as they learn new words and sing 'Head shoulders knees and toes' in French. Their understanding of numbers and shapes is developing well through everyday activities. For example, they count how many children are present and talk about different shapes as they cut and roll the dough. Children have good opportunities to explore their natural environment. They help to plant potatoes, carrots and lettuce in raised wooden beds then talk with staff about the importance of water and the sun in the growing process. When the crops are ready children enjoy harvesting them and eating them at snack time. Children's physical development is supported very well as they pedal bikes, throw and catch balls and negotiate the huge sunken tyre in the play area. In addition, they enjoy timetabled sessions in the school hall where they engage in a range of activities. Children have good opportunities to explore their local community and learn about the world around them. They visit a local lighthouse, post letters in the post box and welcome visitors such as, the school crossing person and the Police. Children also benefit from outings to places such as the Dinosaur Park and Cromer Zoo.

Children are happy and develop a good sense of belonging at the pre-school. They respond positively to staff expectations and have learned the simple rules of working happily with others. As a result they share, take turns and cooperate well as they play and interact together. They treat each other with respect and are learning to show sensitivity towards people of other cultures and beliefs. This is enhanced effectively as they celebrate a variety of festivals such as birthdays, Christmas, Diwali and Chinese New Year. Children demonstrate a good awareness of their own health and hygiene needs. They are fully aware of the importance of washing their hands before snacks and after using the toilet. They enjoy a range of fresh fruit at snack-time and have access to drinking water throughout the session, ensuring they remain hydrated. Children have good opportunities to learn how to stay safe. They discuss the appropriate use of equipment such as scissors and engage in regular emergency evacuation procedures. Children demonstrate that they are acquiring good skills that will help them in the future and prepare them for their transition into school.

## 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	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

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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	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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