

Happytime Preschool

North Bersted Youth Centre, 14 North Bersted Street, BOGNOR REGIS, West Sussex, PO22 9AD

Inspection date	05/09/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Safeguarding procedures are robust and promote the children's welfare successfully.
- All children are making good progress in their learning.
- Children with special educational needs and/or disabilities are supported effectively.
- The organisation of the playrooms and resources provides an enabling learning environment to support children's learning and development well.

It is not yet outstanding because

- Staff do not always keep parents fully informed about when the children achieve their next learning steps.
- Staff do not always make the most of incidental learning opportunities to promote mathematical concepts with the youngest children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the pre-school rooms and outside.
- The inspector had discussions with the manager, the staff, parents and the children.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the group policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about the setting

Happytime Pre-School re-registered as a limited company in 2013. The pre-school has been under the current ownership since 2006. It operates from a building in North Bersted, Bognor Regis, West Sussex. There are kitchen and toilet facilities on the same level. Children have secure outdoor play areas at the front and rear of the building. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 43 children in the early years age group on roll. The setting is open five days a week during school term times. Children attend from the age of two years old. The pre-school operates from 9.15am until 12.15pm, Monday to Friday. These session times extend to 1.15pm for children who attend the lunch club. The pre-school receives free early education funding for children aged two, three and four years. The setting supports children with special educational needs and/or disabilities. There are eight members of staff including the manager/owner. All staff are qualified to at least Level 3 in early years childcare and education.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the information for parents regarding children's achievements so that they are fully informed about their children's progress

- enhance opportunities for the youngest children to develop their interest in mathematical concepts, for example, counting and number recognition experiences.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have a good understanding of the Early Years Foundation Stage and the learning and development requirements. They implement the framework effectively to meet children's individual needs. Staff spend time observing the children and use the information to identify their next steps in learning. However, staff do not always monitor when the children's achieve their next steps to show parents how quickly their children are progressing. Nevertheless, all children are making good progress in their learning in relation to their starting points on entry. Staff interact very well with the children, asking effective questions, encouraging the children to become active learners and critical thinkers. Children solve problems, such as working out how to strap dolls into the pushchairs. Staff support the children well, giving them time to experiment and work

things out, by turning jigsaw pieces over and around until they complete it. All children have many opportunities to express themselves creatively and explore different textures. For example, children use a range of painting techniques to create their own artwork. Children role play as they cooperate, negotiating roles and characters. Staff are skilled at extending the children's play by considering their individual interests. For instance, children pretend the small climbing frame is a bus and visit the library and the beach. They laugh and giggle as they splash their hands in the water tray and try to make waves in the water like the sea. All children use a wide range of writing and drawing resources and older children write their names clearly on their artwork. They confidently link letters to sounds and recognise letters on the wall mounted magnetic board.

Children use computers with ease and control the computer mouse competently. They choose programmes and play games with little or no support. Younger children learn about technology through using electronic toys and learn how to turn them on and off, and control the volume independently. Older children recognise numerals during matching activities. Young children talk about 'lots of trains', although staff do not always count with them to see how many there are. This means staff miss some incidental learning opportunities to fully promote the younger children's understanding of mathematical concepts, such as counting and number recognition during activities. All children enjoy listening to stories and handle books correctly, as they begin to understand that text has meaning. Older children often pretend to read to the younger children, showing them pictures as they tell the stories with confidence. Staff introduce words to the children at every opportunity and give the children time to practise new vocabulary. Staff clearly repeat any words if the children mispronounce them, developing their spoken language well.

The pre-school staff have established strong relationships with local schools to ensure the children's move to school is smooth. Staff share information with the reception staff and the children visit to meet the teachers. The school reception class staff are also able to visit the pre-school in advance to meet the children. As a result, children acquire the skills and attitudes they need to be ready for school or their next stage of learning.

The contribution of the early years provision to the well-being of children

All children are very happy and settled during their time at the pre-school. Children laugh and giggle with the staff as they confidently share their ideas. They ask many questions and are keen and eager to learn more. This demonstrates that children feel safe and secure. Staff spend time gathering a wide range of information about the children's welfare needs, such as daily routines and dietary requirements. The staff organise the daily routines to incorporate the children's individual care routines successfully. Staff work closely with parents to provide individual care routines that reflect the children's home routines. For example, staff follow the parents' wishes with regard to diet. All children have access to a wide range of resources and materials stored at a low level so they are within children's easy reach. This promotes the children's independence and decision-making skills well. The layout of the playrooms and the organisation of the resources attract the children's interest, providing opportunities to engage in a wide range of

learning experiences. Staff ensure that all the resources and equipment are clean and well maintained.

The manager organises the staff rota effectively to ensure ratios are fully maintained at all times across the pre-school. This ensures children are well supported and supervised effectively. All children behave well and develop a clear understanding of right and wrong from an early age. This is because staff implement the clear rules and boundaries consistently. Consequently, children know what staff expect from them and they respond positively to their expectations. Children are actively encouraged to use good manners and staff praise them when they remember to say 'please' and 'thank you'. Staff are positive role models and respond well to the children, listening carefully to conversations and valuing the children's input. All children are beginning to learn the importance of keeping themselves safe. For example, children talk about wearing sun hats and sun cream to keep them safe in the sunshine. They use a range of tools and resources safely, such as scissors and wheeled toys. All children and staff practise regular fire drills to ensure everyone knows how to evacuate the building. Older children explain exactly what happens during a drill, demonstrating a clear understanding of the safety procedures in the event of an emergency.

All children learn about healthy eating from an early age through discussion and daily routines. The pre-school has a healthy eating policy in place, which they share with parents. This promotes the provision of healthy packed lunches for the children who stay for lunch club at the pre-school. All staff implement the hygiene procedures effectively regarding the preparation of snacks. Children access the outside play area daily and have many opportunities to practise their physical skills. They ride wheeled toys with ease, run and climb as they begin to recognise their own physical abilities.

The pre-school staff build strong partnerships with parents. Parents are able to visit the pre-school at any time and have access to their children's records on request. Parents may talk to the key people or the manager at any time and are encouraged to share what they know about their children's learning and development. Parents have many opportunities to contribute to their children's learning, in the pre-school. Parents also receive newsletters and have access to the policies and procedures at all times.

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

All staff have a very good understanding of safeguarding procedures and know how to implement them. Through discussion, staff demonstrate an awareness of signs and symptoms that would cause concern, such as unexplained bruising or a change in the children's behaviour. Staff inform the parents about safeguarding procedures through discussion and access to the written policies. Children play in a very safe and secure learning environment and staff complete an annual risk assessment and carry out daily checks to ensure the playrooms and outdoor area are safe. All visitors are required to show identification and sign in the visitors book. Robust recruitment and vetting procedures help to ensure all adults in the pre-school are suitable to work with children.

All new staff are appointed on probation and are required to complete a full induction programme. This is to ensure that every member of staff is fully aware of their personal roles and responsibilities within the pre-school. The induction covers all the required aspects, including safeguarding, health and safety, and emergency evacuation procedures.

The manager, all staff and parents are involved in the evaluation process to drive improvement within the pre-school. Following previous self-evaluation, the pre-school has extended the sessions and have acquired the rest of the building to enable them to expand further. The staff have weekly meetings to evaluate the setting and to monitor the effectiveness of the pre-school overall. The manager carries out annual appraisals and regular supervision meetings. She sees ongoing training as an important part of early years and childcare. Consequently, all staff are required to attend at least one training course each term to ensure the pre-school continues to develop and improve the outcomes for children. This demonstrates a clear capacity to improve the outcomes for children.

All children with special educational needs and/or disabilities are effectively supported because staff are vigilant and monitor the children's development well. The pre-school has well established links with other agencies and professionals to enable staff to seek additional support for children, as required. The pre-school team work closely with all parents to support them and their children, ensuring all children receive the support they need as soon as possible.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY460787
Local authority	West Sussex
Inspection number	908482
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	56
Number of children on roll	43
Name of provider	Gayle Hamblin Limited
Date of previous inspection	not applicable
Telephone number	07917 195923

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

