

Happy Days Pre-School Nursery

Milton Hall, Cooper Crescent, CARSHALTON, Surrey, SM5 2DL

Inspection date

Previous inspection date

15/11/2013

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

- Staff have a good knowledge of how children play and learn, which means they plan interesting activities through which children make good progress.
- Staff successfully implement effective settling-in procedures; these are adapted to each child's individual situation, which helps to settle them well.
- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children. They implement effective practice to minimise risks to children.
- Staff have effective partnerships with parents and others, which make a significant contribution to children's individual care, learning and development.

It is not yet outstanding because

- The pre-school staff miss some opportunities to encourage children to explore nature and the natural world during outdoor play.

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.

Inspection activities

- The inspector observed children taking part in a variety of play activities.
- The inspector held discussions with the manager and staff team.
The inspector looked at and discussed children's progress records, staff qualifications, evidence of suitability of staff working with children and a range of other documents.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Janet Thouless

Full report

Information about the setting

Happy Days Pre-School Nursery originally registered in 2001. It re-registered in 2013 following a move to new premises. The pre-school is privately owned and operates from a large hall with a secure outdoor play area, within a community centre in Carshalton, in the London Borough of Sutton. It serves the local community. The pre-school operates on a Tuesday, Wednesday and Friday between 9.30am and 12pm, during term times only. Children attend from two years of age. They attend for a variety of sessions and there are currently four children on roll. The pre-school is registered on the Early Years Register. It welcomes children with special educational needs/or disabilities, and children who are learning to speak English as an additional language. The registered provider manages the pre-school and works with the children. Two staff members hold a level 3 early years qualification, and one staff member is unqualified.

What the setting needs to do to improve further

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

- strengthen opportunities in outdoor play for children to explore and investigate the natural world.

Inspection judgements

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

Staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage. They provide a good range of interesting and challenging experiences, which contribute to children making good progress. Staff observe children and accurately assess their learning. They keep clear records of their progress, which means they have a good understanding of the children's individual abilities in all areas of learning. This then informs children's next steps in learning. Staff assess children when they start at the pre-school and they obtain detailed information from parents about what children know and can do. This means they have a clear starting point on which to build children's learning. Staff plan together and share ideas so that they provide a good range of exciting activities and learning opportunities for children. These focus on children's individual learning styles and interests. Staff review children's progress regularly so that they quickly identify and address any gaps in learning. They are aware of the need to provide parents with a clear picture of their children's development at age two years, by completing the required progress check. They have systems in place to implement this as the need arises.

There is a strong emphasis on developing children's communication and language skills. Good staff interaction and skilful questioning extend children's learning and encourage their thinking skills. Staff involve themselves in children's play, asking questions such as

'what do we need to make the tea?' This encourages children to think about and share what they are doing. Staff repeat what children say, to model the correct use of language. They offer good support in children's chosen activities and encourage children to become active and independent learners, through the effective organisation of toys and resources, indoors and outdoors. Children choose to play with the dough, making lots of different shapes. They manipulate the tools, such as rolling pins, with ease and talk of the 'smooth' and 'bumpy' shape. Children push cars around a play mat and staff ask them questions about where they are going; this develops into many worthwhile discussions on past and present events. Children enjoy looking at and being read favourite story books. Staff enable them to sit in a comfy book area, where they listen intently and join in with familiar parts of the storyline.

Staff provide children with a range of creative media. Children make poppies in recognition of Remembrance Day and create colourful firework displays to celebrate the festival of Diwali. Children have many opportunities to write as pads and pencils are placed in pretend play areas. This develops children's early literacy skills. Staff encourage children to 'have a go', such as when putting on coats, shoes or boots in preparation for outdoor play or at home time. This encourages and supports their independence and gives them a positive attitude to learning. Staff set up games where children take turns to jump on colourful shape. Children follow instructions well by listening to the colour and shape of the square they are required to jump on. This also develops their listening skills and supports their developing understanding of colours and shapes. Children are developing their skills in the use of technology as they use the computer and programmable resources with great skill. As a result, all children progress well in this nurturing pre-school environment and are ready for the next stage in their learning or their move to school.

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

The kind and caring staff greet children as they arrive and make them feel welcome. Children know to place their personal items in their box, which is clearly labelled with their name. They then happily say 'goodbye' to their parents and move on to their chosen activity. If new children are unsettled when they arrive, staff distract them with favourite toys, and call other children over to say 'hello' and include them in their play, so they settle quickly. Children are happy and secure as they have established close attachments to their key person. Key persons develop and maintain strong relationships with children and parents, ensuring emotional security for the children. This means that children's needs are fully met.

Children behave well because they understand the pre-school's expectations and routines. The staff act as positive role models by speaking to children on their level and explaining why certain behaviour is unacceptable. The children are involved in safely managed risk taking, which helps them to learn about managing their own safety. For example, staff talk to them about being careful when running around indoors. Children have a range of good quality resources to choose from. A number of these resources are displayed, allowing children to make independent choices as they play. In addition, staff have started to collate photographs of the toys and resources on offer, so children can look and request

what they would like to play with. Children eat a healthy snack, which staff make available midway through the session. They encourage children to eat as much as they choose, ensuring they have adequate nourishment. Staff encourage children to wash their hands before they eat and after using the toilet, to help to maintain their health through good hygiene practice.

Children develop their physical skills very well, as staff set out an exciting range of climbing equipment and wheeled toys in the hall and the garden play. However, they do not consistently provide a wide enough range of opportunities for children to explore nature and the natural world while outdoors. This slightly reduces opportunities for them to learn about the world around them. Overall, children are showing good levels of concentration and interest in all that they do.

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

The management and staff team have a good knowledge of the educational programmes. Consistent monitoring helps staff to ensure that children experience a broad and balanced range of experiences, helping them to make good progress towards the early learning goals. Management and staff demonstrate a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They use their awareness to fully support children's well-being. They have attended training and know precisely what steps to take, should they have any concerns about children in their care. Written procedures are in place with regards to recruitment, vetting and induction of staff, to check they are suitable to work with children. Regular staff supervision takes place to identify strengths and areas to improve practice and outcomes for children. Staff attend training to promote their continuous professional development. For example, they have attended a recent work shop in promoting children's skills in numeracy, along with training in safeguarding, first aid and food hygiene. The staff team has carried out a secure self-evaluation of the setting's strengths and areas for improvement.

To keep children safe at the pre-school, staff keep all external doors locked. Therefore, all visitors must knock to enter the hall. All visitors are greeted by staff, identification is checked and visitors sign the visitor's book. All children participate in regular fire drills, which supports their growing awareness of how to keep themselves safe. Staff keep accurate records of accidents and incidents, and share these with parents. Comprehensive risk assessments cover all aspects of the premises, helping to minimise risks to children.

Staff develop professional relationships with parents and support them well in times of need. Parents receive informative newsletter on pre-school events so they remain fully informed. Parents spoken to stated that they are happy with their children's progress and in particular the settling-in procedures; they said that they felt comfortable to approach staff with any concerns. Parents also commented that they value the feedback staff give them at the end of each day. The pre-school works in close partnership with other early years settings the children attend, in particular school. Reception teachers are invited to the pre-school to meet children and discuss their development, in preparation for school.

In addition, staff work closely with other health professionals to seek guidance and support when required. This supports staff in meeting children's individual needs and having a shared approach to their learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462964
Local authority	Sutton
Inspection number	914622
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	4
Name of provider	Gaye Patricia Mawby
Date of previous inspection	not applicable
Telephone number	07970947135

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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.

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