

Happy Faces & Packwood

Packwood Haugh School, Ruyton XI Towns, SHREWSBURY, SY4 1HX

Inspection date

Previous inspection date

12/03/2014

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

- The quality of teaching is consistently good because staff use skilful questioning to encourage children to think critically and develop their own ideas. As a result, children are enthusiastic, active learners.
- Settling in procedures for children are appreciated by parents who comment on the happy, secure attachments their children have made in a warm friendly environment.
- Managers ensure the safeguarding of children is effective, by robust recruitment and retention of staff and in the provision of a secure stimulating environment. Therefore, children feel safe and have confidence to independently play and explore their surroundings.
- Partnerships with parents and outside agencies are well established and actively encouraged by staff, so that parents and other professionals make positive contributions to children's learning and support the acquisition of new skills at home.

It is not yet outstanding because

- Younger children, particularly those aged between two and three years, are offered fewer opportunities to make choices of their own, for example, in the ability to choose between play indoors or outdoors, which does not enhance their self-expression and creativity.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play activities both indoors and outdoors and staff interaction with children.
- The inspector and manager undertook a joint observation of children's story time.
- The inspector talked with staff and held brief meetings with the management team.
- The inspector looked at documentation, including a representative sample of children's records, the nurseries policies and procedures and staff's suitability records.
- The inspector took account of the views of parents and children spoken to on the day of inspection.

Inspector

Patricia Pickens

Full report

Information about the setting

Happy Faces & Packwood was registered in 2013 on the Early Years Register and the compulsory parts of the Childcare Register. The nursery is situated within the grounds of Packwood Haugh School, Ryton XI Towns, Shropshire. It serves the local area and is accessible to all children and has a fully enclosed area available for outdoor play. The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status. The setting opens Monday to Friday all year round, from 8am until 6pm. There are currently 37 children on roll, of whom 20 are in the early years age range. Children attend for a variety of sessions. The nursery supports children who have special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further free-flow play experiences for the younger children, by allowing more choice and freedom of expression in both the indoor and outdoor environment, enabling children to develop their own ideas to create and think critically, so that their emerging needs and interests are maximised in all areas of learning.

Inspection judgements

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

Children are happy, enthusiastic explorers of this warm, friendly, nursery. They are active learners who are able to solve problems and make decisions, supported by staff who value their ideas and interests. Children's knowledge and understanding of the world is enriched by their participation in a wealth of learning experiences in the wider community. For example, children enjoy participating in 'forest school' each week, exploring the natural world around them and in small peer groups they create dens and homes for their soft toy animals. Collecting twigs and bracken and dried leaves, they design beds for the animals to sleep and hibernate in. Children work as little explorers as they uncover mini-beasts in the forest. They help to collect piles of wood to make camp fires and learn a variety of invaluable self-help skills in the natural environment. Educational programmes have depth and breadth across all areas, enhanced by a range of excellent resources, which create a stimulating exciting environment for children. Staff provide interesting and challenging experiences which meet the needs of all children, based on an accurate knowledge and understanding of how to promote the learning and development of children. Playrooms are bright and colourful, and the pre-school room has open doorways enabling children to move independently between indoor and outdoor activities. Children are involved in evaluating their own play experiences at the end of each session; in circle time each child

is asked 'what did you enjoy playing today?' Their views and opinions are valued by staff who incorporate children's interests into their planning.

The quality of teaching is consistently good. All staff use skilful questions to extend children's learning and re-shape tasks to accommodate children's ideas. Staff listen attentively to children, valuing their involvement in play and learning experiences. For example, during story time children express a wish to act out a popular story about a friendly monster. Staff read the story aloud, joining the children stamping around the floor, wiggling across the carpet acting out the story sequence by sequence. This delights the children who roar a monster's roar, loud and ferocious, their imagination running wild and ending in squeals of laughter and excitement. Free-flow play into the outdoor environment finds a group of children who desire to be 'rock stars' with large blown up guitars, microphones dancing and singing their way around the garden. The younger children become absorbed in floating a magnificent parachute, in a circle supported by staff as they float it up and down running and ducking underneath to whoops of laughter, enjoying lots of fun.

An established key person system ensures staff carry out regular planned assessments of children's learning to plan next steps, tailoring activities to meet individual children's needs. Play plans are shared with parents, building on the progress check at age two. This ensures all children, including those with special educational needs and/or disabilities, are progressing well. Children are working within the typical range of development for their age and gaps are closing. Staff support communication and language development through songs, stories and literacy. They use Makaton signing accompanied by gestures and visual cues in pictures of every activity, to support children with special educational needs and/or disabilities. Children 'sign themselves in' with name cards supported by photographs for the youngest learners. This promotes their personal and emotional development as they proudly show parents they can recognise their own names. As a result, they develop key skills and independence needed for school. However, there is scope to develop further free-flow play experiences for the younger children, by allowing more choice and freedom of expression in both the indoor and outdoor environment, enabling children to develop their own ideas to create and think critically.

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

Settling-in procedures for the younger children are well-embedded and effective with visits negotiated between parents and staff to meet individual family needs. Parents are very complimentary about the 'warm, friendly atmosphere' and 'strong special attachments' their children are making with staff. Children feel a strong sense of belonging and security. Children are actively encouraged to develop independence and to care for their environment, by setting out their own plates and cups on tables for snacks and clearing away afterwards. For example, pre-school children participate in 'rolling snack', which means that they decide when they wish to eat. They come to the table set out with fruit, rice cakes, milk and water, serving food and pouring drinks from jugs. They sit in little intimate groups socialising, while other children continue absorbed in their play. This allows for sustained concentrated thinking for children, as activities continue at their own pace and are uninterrupted by adults.

Children are supported in keeping themselves and others healthy by learning to address their own personal needs. They are encouraged to use toilets, wash their hands, dress for outdoors and hang coats on their own pegs. This promotes their well-being and limits cross-infection, instilling a healthy lifestyle for learners. As a result, they develop self-help skills of independence and confidence in caring for themselves and others appropriate to their age and level of understanding. A strongly entrenched key person system ensures children form happy, secure attachments with staff and each other. Adults act as good role models for children, consistently giving clear guidance on expected behaviour. This provides clear boundaries for children, minimising confusion and forms the basis for strong relationships and mutual respect amongst adults, children and their peers.

Children learn to manage risk through activities both indoors and within the large outdoor garden where they enjoy an abundance of toys to cycle, push along, climb, and practise their physical skills. Pre-school children negotiate risks in walking across campus, crossing internal roads, accompanied by staff and enjoy a unique experience of school life daily, as they are invited to join the whole school for lunch. Small sized tables and chairs are especially provided, as they greet older siblings in the dining hall, along with parents who work in the main school. They are familiar with the saying of grace, meals served from trolleys and take everything in their stride, as they enjoy an exceptional social interaction with future teachers and older children of all ages. On the journey back to nursery children stop by a pond and ask if they may look for fish, adults listen and allow time and after a very patient observation there are shouts of excitement as they spot the tail of a small goldfish. As part of the programme for expressive arts and design, a music and movement teacher visits the nursery, stimulating their love of music and rhythm with yoga lessons. As a result, children are confident happy learners, who are interested in visitors and are able to converse exceptionally well and express themselves enthusiastically. In this way, children are prepared emotionally and socially for their next stage of learning, especially school.

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

The safeguarding and security of children is a clear priority for the joint managers who ensure that staff are effectively trained to keep children safe. Rigorous risk assessments, both indoors and outdoors are in place to ensure children are safe and secure at all times. Staff demonstrate excellent awareness of potential harm to children and know how to deal with any safeguarding issues or causes for concern. Children's behaviour shows they feel safe in the nursery, they are able to share concerns with familiar adults. The security arrangements include effective procedures and are in place to ensure children's safety. For example, parents sign their children out on collection, staff complete attendance registers, visitors are challenged and identity checked. Robust recruitment procedures ensure children are cared for by suitable staff.

Managers have an excellent understanding of their role and responsibilities within the Early Years Foundation Stage. They are inspirational leaders who have a clear view of how to drive forward improvements for the benefit of the children entrusted to their care.

Ongoing performance management is effective and staff training is well-supported. This results in children making consistently good progress because of the high quality teaching experiences they receive from staff. Managers have an excellent overview of the educational programmes in all areas of learning. Assessment of children is tracked efficiently ensuring planning is extensive, offering a broad range of challenging and interesting learning experiences.

Partnerships with parents, other agencies and the main school are exceptional, forging strong links with teachers, and headteachers, so that children are supported both in their learning now and in the move into schools in the future. Additional adults, providing opportunities for yoga and dance, and others specialising in additional needs, make a strong contribution to children's learning. Parents feel their children are safe and cared for by 'excellent staff, who managed the move from the old premises to the new, with exceptional foresight, thorough planning and expertise in knowing their children well' and who 'always go the extra mile' to make their children's early years experience fun and exciting.

The Childcare Register

The requirements for the compulsory 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	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	EY466203
Local authority	Shropshire
Inspection number	934313
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	37
Name of provider	Happy Faces Day Care Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01939 261615

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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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