

Happy Faces Pre School

Coleshill Road, ATHERSTONE, Warwickshire, CV9 1BN

Inspection date

04/07/2014

Previous inspection date

21/11/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children and parents develop strong relationships with their key person. As a result, children settle quickly and are secure and confident within their surroundings.
- Children are well supported in their transition to school because staff have built effective partnerships with parents and the local schools.
- The leadership and management team are well established. They have a clear vision for the setting and are developing well-targeted improvement plans which are designed to improve the quality of children's learning and play.

It is not yet good because

- Risk assessment procedures are not fully effective in showing how risks are minimised and regularly reviewed. As a result, it is not clear how often areas of the premises accessed by the public are checked, or by whom, to avoid any doubt that the area has already been checked before staff allow children to access these areas.
- Children's good health is not always promoted because the procedure for giving medication is not fully effective. Staff do not consistently keep a written record when administering medication and informing parents.
- Observations and assessments do not consistently identify next steps or feed into planning. Consequently, some activities do not provide sufficient challenge to support all children to reach their full potential.

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 had a tour of the pre-school with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Emma Daly

Full report

Information about the setting

Happy Faces Pre School opened in 1992 and is registered on the Early Years Register. It operates from a church hall in Atherstone, Warwickshire. The pre-school serves the local community and surrounding areas. The group have access to a large playroom and an additional side room with associated facilities. There is access to a secure enclosed outdoor play area. The premises are accessible through the main entrance into the church hall. The setting is open each weekday from 9am to 12am term time only, with an optional lunch session. There are currently 28 children on roll in the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. It employs four members of staff, of whom three hold appropriate early years qualifications at level 3 and one is a registered childminder. The pre-school receive regular support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that robust risk assessments are undertaken daily and written documentation is maintained to ensure that all hazards are identified and minimised to promote children's safety, this specifically refers to the areas used by the general public and the outdoors
- review and improve the procedures for the safe and effective administering of medication to ensure all staff consistently record when administering medication and informing parents
- ensure all staff consistently plan for individual children's next steps in order to provide challenging experiences for all children to match their future learning and reach their full potential.

Inspection judgements

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

Staff have a sound knowledge of the learning and development requirements of the Early Years Foundation stage. They use documentation well to observe and assess children. However, children's next steps are not always identified to plan for individual children's future learning. Consequently, activities do not always provide enough challenge to extend children's learning or support them to reach their full potential. Staff plan a range of activities across the seven areas of learning ensuring there is a sufficient balance of adult-led and child-led activities. There is open access to the outdoors throughout the

session so children are able to make independent choice of the activities they wish to take part in. Staff generally use effective teaching methods to support and extend children's learning by listening to children and supporting them when they need it. They ask open-ended questions, allowing children to have their own ideas. For example, children are playing with the play dough. The key person sits with children listening to their ideas of making biscuits, she asks what they could put on the top of their biscuit's and children reply, 'cherries'. The key person uses this opportunity to introduce maths as children are discussing how many cherries they have. Children begin to relate making biscuits with play dough to a cooking activity they did earlier in the week. This leads to a detailed discussion around the different ingredients used and the key person facilitates the discussion well using skilful questioning.

Children enjoy a structured key group time where they split up into their four groups. These group have been determined by children's age and stage of development. Children are encouraged to identify their names. The pre-school group are using pictures to identify shapes. For example, a crab is a semi circle, a moon is a crescent and a house is a square. A member of staff extend some children's learning further by encouraging them to think of different items that are the same shapes. This activity leads to a discussion about a child being stung by a jelly fish on the beach. The key person listens and values what the child is saying and involves all the other children by asking them what other thing they may find on the beach. However, some children became easily distracted because the activity lacks a sufficient amount of challenge. Younger children's imagination is promoted through role play activities and staff support children well in their learning, by being down at their level and getting involved in their imaginative play. Children's self-esteem is promoted well because the setting places a large focus on children's personal, social and emotional development. Staff regularly put on performances with children for their parents to watch. These performances take place in the church and all children are encouraged to take part. As children gain more confidence they develop more of a role within the performance. Older children are extremely confident as they act out the three little pig story. Children's early literacy skills are promoted as children have many opportunities to write and make marks, such as using paint brushes and water to paint outside, using large chalks to be creative and writing shopping lists. Staff support younger children by encouraging them to give meaning to the marks they are making. Older and more able children are being encouraged to write letters independently. Staff have introduced letters and sound to encourage children to start thinking of letter sounds. Staff use rhymes and alliteration to support children's learning. Consequently, children are gaining the basic skills needed for school or the next stage in their learning.

Staff complete the progress check for children aged between two and three years and share this information with parents. The progress check allows the key person to see how their children are developing in the three prime areas of learning and if there are any concerns. When children first start at the setting, parents contribute to children's starting points by completing 'all about me forms' and discussing with their child's key person, what their child can and cannot do. Parents are regularly involved in their children's learning through daily feedback and regular meetings. Staff track children every term and invite parents in to discuss their child's progress. This supports parents to continue activities at home to extend children learning further.

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

The sound key-person approach within the setting means staff build positive relationships with both children and their parents. Staff know children very well and understand the importance of supporting them. As a result, children settle quickly and are emotionally secure within their surroundings. Parents comment that they find staff extremely supportive. This is reinforced by other parents who say, 'my child loves it here, staff are wonderful'. Staff value parents' input as they understand the importance of meeting all children's individual needs in order to support their well-being. As a result, children thrive in the pre-school and are emotionally prepared for the next stage in their learning.

Staff promote healthy eating by providing healthy snacks and drinks at snack time. They encourage parents to bring in healthy pack lunches for those children who stay for lunch. Staff carry out activities to further promote healthy eating, such as choosing healthy choice and unhealthy choices, discussions around 'five a day' and growing and cooking vegetables. Children's health is further supported as children discuss the importance of brushing their teeth and enjoying fresh air as they go outside. As a result, children are developing an understanding of healthy lifestyles. Children understand the importance of good hygiene because staff talk to them about the importance of washing their hands before mealtimes and after going to the toilet. Children are provided with many opportunities to develop their independence. At snack time, children choose their snacks and pour their own drinks, and they are able to independently access resources that are stored in low-level containers. Staff supervise children closely when escorting them to the toilets as this area may be accessed by members of the public. Nevertheless, they still encourage children's independence in their self-care skills. Children enjoy a range of activities outside which promotes their physical skills, such as peddling bikes and daily exercises moving their bodies in different ways. This helps children to learn about the effect exercise has on their bodies. For example, children talk about getting hot and needing a drink after their exercise session.

Children's behaviour is managed well because staff have introduced 'golden rules'. The children are regularly reminded of these rules and they are displayed for both children and parents to see with words and pictures. Staff consistently use positive language to promote good behaviour and regularly encourage children to share and take turns. Staff encourage children to value and respect each other and be aware of each others similarities and differences. As a result, the focus is on a positive atmosphere of mutual respect and trust, where staff frequently praise children's efforts and achievements. Children move around the setting with ease, they are consistently reminded how to keep themselves safe, whilst being able to take supervised risks as they play. For example, propelling themselves on a scooter, riding bikes in an out of tyres or using scissors safely. Consequently, children are confident and secure with the motivation to learn. The setting ensures that children are emotionally well prepared for their transitions to school because they liaise well with parents and local schools.

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

The manager and deputy work very closely together. They both have a sound knowledge and understanding of the safeguarding and welfare requirements. All staff have attended safeguarding training and are aware of their responsibilities to safeguard all children. Recruitment and selection procedure are effective because the manager ensures all suitable checks are complete and staff have detailed inductions. The manager has taken measures to improve practice since the last inspection. Information is gathered from parents and early assessments are completed to gain children's initial starting points. Children's personal records have been updated and include all relevant information. However, risk assessment procedures are still not clear in demonstrating how hazards are identified and minimised on a daily basis. For example, risk assessments do not indicate when the areas of the premises used by the general public have been checked. As a result, when staff escort children to the toilets they are not always certain if another member of staff has already checked this area. The procedures for administering medication are not robust. Parents sign medication into the pre-school and staff inform them verbally when they collect their child that the medication has been administered. However, staff do not consistently sign to record that the medication has actually been administered, to ensure the safe and effective administering of medication. As a result, some requirements of the Early Years Foundation Stage are not fully met.

The manager and deputy work closely with the charity committee to ensure they continue to develop their practice. They are a well-established management team as they have been working together over 20 years. This year has been a big change for the pre-school as they have started taking two-year-old children. They are also going through a transition with new staff. They regularly reflect on their practice to ensure the education programmes are sufficiently meeting the needs of all children. The manager regularly updates the self-evaluation and has developed well-targeted improvement plans to further develop practice. For example, planning has recently been changed following advice from an early years consultant. However, these changes have not been in place long enough to fully impact the education programmes. Therefore, planning is not always tailored to meet the individual needs of all children. As a result, activities do not always offer sufficient challenge to support all children to make good progress. The manager supports staff daily by working alongside them, modelling good practice and offering advice. She completes staff supervisions to identify training needs, ensure their ongoing suitability and discuss any concerns they may have. Peer-on-peer observations have been introduced to fully support all staff to develop their practice further. The manager and deputy regularly coach and mentor new staff so they are confident within their roles. Staff have completed a range of training courses including training to support two-year-olds, early writing skills and transitions. These training courses have helped staff improve their practice and develop greater awareness of how to support the needs of two-year-olds. They have developed more ideas for promoting children's early writing skills and they understand the importance of transition to fully support all children when starting new at the setting and moving on to school.

Effective partnership working with parents, the early year consultant and other professionals enables the setting to share information, evaluate practice and continue to develop their provision. As a result, all children gain the support needed to make steady progress. Parent questionnaires provide feedback to enable the setting to reflect on their practice and continue to evaluate their provision to further extend children's learning.

Parents are kept informed about what is going on within the pre-school through displays, workshops and meetings. The pre-school have developed strong links with local schools. As a result, children are well supported with their transition to school. The pre-school have strong links with other early years settings in the area and together they have set up a cluster group. Regular meetings and training sessions take place in order for everyone to share good practice and gain further ideas and support from one another.

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	200610
Local authority	Warwickshire
Inspection number	875010
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	28
Name of provider	Happy Faces Pre-School Committee
Date of previous inspection	21/11/2008
Telephone number	01827 718080

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Type of provision

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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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