

Hassocks Happy Feet

The Beacon Ground, Hassocks Football Club, Hassocks, BN6 9LY

Inspection date	16/07/2014
Previous inspection date	24/05/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 talk and read constantly to children which greatly helps their language and literacy development.
- Management recognise the importance of a well-qualified staff team and have a strong drive for continuing improvement. Therefore, the quality of teaching is good.
- Staff are kind and caring which makes children feel happy, safe and secure and behave well.
- Children have many opportunities to make choices and influence the planning for their learning.

It is not yet outstanding because

- Children have limited time to play and enjoy learning in the outdoor areas.

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 both play rooms and two outdoor areas.
- The inspector had discussions with the management, staff, children and other professionals in attendance.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation, including children's records, policies and procedures, and children's play plans.

Inspector

Jill Steer

Full report

Information about the setting

Hassocks Happy Feet is a privately owned nursery that opened in 2008. It operates from three rooms in Hassocks Football Club in Hassocks, West Sussex. Children have access to an outdoor play area, the football pitch and the Bluebell Woods. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year.

There are currently 35 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, four of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. Two members of staff have achieved Early Years Professional Status. One of the two owners works at the nursery on occasions and has a foundation degree. The nursery provides funded free early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- Increase opportunities for all children to spend time outdoors.

Inspection judgements

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

Management ensure staff implement and deliver the educational programme effectively and the quality of teaching is good. Children are happily engaged in a good range of activities, many of which stem from their interests and requests. For example, when children asked to do some printing, staff gave them sponges and paint. Children dabbed the sponges in the paint and on the paper, noticing that the colours mixed and made other colours. Staff questioned them about how that happened and asked them to predict what other colours mixed together would make. Staff cleverly extended the activity when the children began to use their hands to print. They asked children to make patterns and letters, sounding out phonetically the letters that made their names. Staff observe and assess children's development from their first two weeks in the setting so they can track their progress. Parents are involved in their children's learning from the start as they complete All about me forms to give staff as much detail of the children as possible. They receive regular updates on their children's progress and contribute their views of their children's progress at home. Tracking children's progress and completing assessments when children are two years old, enables staff to identify any areas children are

progressing less well. They refer these children for additional assessment so that care plans and play plans can be compiled, which parents are equally involved with. Staff work in partnership with parents and the other agencies to help children catch up. Management had identified that in some instances staff were not always completing diaries for all parents, keeping them informed of daily activities and reminded them to do so at a staff meeting.

Staff encourage children to enjoy books as they read to them often. They show children the book and ask them to guess from the cover what the book may be about. Children suggested one book may be about the world, but stated 'I don't live on Jupiter'. Staff talked about where they do live and compared that with where and how other people live, so children became aware of the wider world. Children happily read alone and emulate staff as they pretend to read the books to imaginary groups of children. All children take books home every day to share with family members and foster a true interest in reading that helps prepare them for school. Staff encourage children to use their imaginations, for example, by pretending that there are dolphins around them when they play on the pirate ship outside. Children quickly joined in and said they can see sharks. Staff asked the children to count how many they could see, integrating counting into everyday play activities. However, children only go out for short sessions each day and sometimes only for one session in the afternoon. This means that children who attend for half days may not benefit from the same experiences and learning opportunities available outside and children who prefer to be very active as they learn are not always encouraged to do so. Staff question children to focus their energy and challenge their thinking. They take time to engage even the youngest children, knowing when to stand back and when to intervene. For example, staff offered and demonstrated a range of pop-up toys and shakers to younger children until they attempted and achieved popping up an animal figure for themselves. Staff give all children praise which boosts children's confidence and encourages them to develop new skills and enjoy learning, ready for their future development.

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

The strong key-person system means children are well supported from their first day. The key person gets to know the children and families as they help them settle in and share information with their parents about their well-being. This helps children feel safe. Staff manage children's behaviour positively so they are encouraged to behave well. They quickly address any episodes of unwanted behaviour. Staff liaise with other agencies to advise on suitable strategies to help children manage their feelings and take control of their own behaviour. Staff are good role models and are calm, which helps create a relaxing atmosphere for children so they feel confident in their surroundings. Qualified staff provide inclusive care and learning for all children in groups according to the children's individual stage of development. Children are separated into two and sometimes three rooms, according to age and ability, so the resources and activities are appropriate and suitably challenging. They also have use of the wide corridor for creative activities and can sometimes choose when they play there and meet children from the other rooms. This helps children prepare for when they move up to the next room as the children and staff

are familiar to them. They visit the new room in preparation for the transition so they are eager to go. Similarly, staff take children to visit their new schools before they leave, and the teachers visit them in the setting. The role-play area is converted to a school so children can act out being there, including trying on uniforms in readiness.

Staff regularly assess the safety and security of the premises and equipment, quickly removing and replacing damaged items that may harm children. They have sufficient space indoors and outside, so that children can be moved and play in safe areas while repairs are made such as to climbing equipment outside. Overall, children play outside every day so learn to enjoy the fresh air and being physical. They learn about keeping themselves safe and taking acceptable risks as they negotiate apparatus and each other and learn to control their own bodies. Children eat fresh, healthy food each day and drink whenever they are thirsty. They all sit together to eat sociably and staff encourage them to eat well. Established routines enable children to develop good personal hygiene habits as they know when to wash. They know to allow staff to apply sun cream before they go out in the sun and bravely announce they, 'had their front neck done and it didn't tickle'. Children understand that the weather affects their bodies so they need to wrap up in the cold and wear hats in the sun.

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

Management have robust systems for keeping children safe, including checking the suitability of all new and existing staff. They have a detailed induction day that includes reading the policies, in particular those for safeguarding children. Staff are clear about the signs that may indicate a child at risk, and how to report their concerns to protect the children. Staff meet regularly to discuss practice issues and have annual appraisals and supervision which helps monitor the progress of new staff as they settle in. Management use these sessions to encourage staff professional development and identify appropriate training needs to continuously enhance the skills of the staff team. The manager has completed some management training to gain the skills to lead and drive the staff team forward. Management oversees the learning and development, and the welfare of the children to ensure they all make good progress. They have effective systems to monitor children's identified next steps in learning so they know each child is challenged and achieving well. Management inform Ofsted of any changes as required, and ensure staffing arrangements meet the children's unique needs effectively.

There are many means of sharing information with parents, such as notices, a web site, emails and newsletters, as well as daily discussions and diaries. This means parents are kept well informed and involved in their children's learning and lives when they are not together. Staff consult with parents continuously about children's progress and they work together with other professionals to support children's development needs. Parents contribute to children's play plans and assessments when the children are two years old so their views of children at home are included, as well as those of the staff. Management review and reflect on their performance continuously as they continuously strive to be the best they can. They address recommendations set at inspections promptly and identify

areas they know they are good at, as well as how they can continue to be better. Management take account of the views of parents who speak very positively of the setting and take any comments for improvement very seriously so parents' voices are heard and valued.

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	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	EY369864
Local authority	West Sussex
Inspection number	962119
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	35
Name of provider	Hassocks Happy feet Partnership
Date of previous inspection	24/05/2013
Telephone number	01273833248

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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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