

Happy Days Kindergarten

St. John the Baptist Church, 251 Eden Park Avenue, BECKENHAM, Kent, BR3 3JN

Inspection date

04/11/2014

Previous inspection date

06/02/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Children enjoy good relationships with staff. As a result, children are happy and keen to learn and grow in their self-assurance.
- Staff support children's learning well. Therefore, children are making good progress taking into account their starting points.
- Leadership and management of the setting is good. Consistent systems are in place to monitor staff practice and ensure that children are able to progress well.
- Staff promote children's language development well through well-planned activities.

It is not yet outstanding because

- Staff do not take all opportunities to encourage children's early literacy skills.
- Staff do not make available resources to promote children's understanding of information technology at all times. This impacts on the learning of children who attend part-time.

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 activities in the main playroom and the outdoor play area.
- The inspector spoke with the owner, the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's learning journey folders, planning documents and children's records.
- The inspector and the owner carried out a joint observation.

Inspector

Rebecca Hurst

Full report

Information about the setting

Happy Days Kindergarten is a pre-school that opened in 2003 and re-registered in September 2011. It is privately owned and operates from a community hall, situated in the grounds of St. John the Baptist Church in a residential area of Beckenham, in the London Borough of Bromley. Children have the use of one large hall and staff make an enclosed area for outside play. The pre-school is open each weekday from 9.15am to 12.30pm and until 3pm on a Friday during term time.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 32 children on roll. The pre-school supports children with special educational needs and/or disabilities as well as children who are learning English as an additional language.

There are seven members of staff, five of these hold early years qualifications to at least level 2 and level 3. One member of staff is currently working towards their level three qualification. There is also one part time volunteer. The pre-school staff include French, dance and music sessions as part of the learning programme.

What the setting needs to do to improve further

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

- strengthen daily opportunities for all children to develop their literacy and pre-writing skills further by, for example, encouraging them to write their name on their work
- ensure resources to promote children's understanding of information technology are available at all times so that all children, including those who attend part-time, can benefit from them.

Inspection judgements

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

Children enjoy their time at the pre-school. Staff plan activities which promote children's learning and development across the seven areas of learning. However, at times, staff do not promote children's early writing skills fully. Some children sit down with their name cards to practise writing their name. However, staff do not always encourage children to write for a purpose, such as writing their name on their work. Children enjoy creative activities and enhance their physical and creative skills through painting. Children make play dough with the staff and use a good range of resources to promote their physical

development. For example, children use rollers, cutters and moulds to make different items. Staff ask the children useful questions to encourage them to think about what they are making. Staff also role model how to use pieces of equipment to give children ideas for what they can make and to build their skills. Staff enhance the children's language development successfully through the good use of descriptive words.

Staff work closely with other agencies caring for the children. They work together with the parents to complete individual education plans and to set realistic targets for the children to work towards. Staff then use this information to inform planning. Staff attend meetings with other agencies working with the children, to support their learning and development. Given the children's starting points, they are making good progress and are gaining the skills they will need for their future learning.

Children enjoy outside play. Staff enclose the garden area so that children can play outside safely. Staff stock this area according to children's interests and their next steps. Children are skilled with their self-help skills as they prepare to go outside. They are able to put their shoes on and older children show younger ones where the high visibility jackets are. All children are able to put on their coats and jackets. This promotes their physical development as well as their independence skills.

The good quality of teaching allows children to make good progress with their learning and development. Staff plan effectively to meet the children's individual needs. They use children's next steps of learning successfully to inform the planning. Staff track the children's progress every month. They use this to see if areas are missing or extra support is required to progress children towards the early learning goals. Staff complete monthly development reports, which they share with the parents. They feedback to them areas they are currently working on and any early worries they may have with children's learning and development. Staff also share their detailed progress checks for two-year-old children with the parents, so that they can see the progress their children are making.

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

Children settle well in the pre-school. They have secure bonds with their key workers, which help the children to progress with their learning and development. Staff plan children's settling-in to meet their individual needs. They make sure children are ready to play and learn in their own time. Staff use children's interests, such as superhero figures, to engage them with other children and play. This nurtures children's self-esteem and confidence.

Snack times are social occasions. All children wash their hands before they start and are aware of the importance of good hygiene procedures. When they sit down the children are able to choose from cereals and fruit. They self-serve their food and drinks, which promotes well their physical development and independence skills. Staff promote children's language development through meaningful discussions. The owner, through evaluation, has changed the snack session to promote this area of learning further.

All staff are consistent in their approach to behaviour management. They work closely with parents and other agencies, such as health visitors, to promote positive behaviour with the children. They jointly work out strategies to use in the pre-school and the home, which provides continuity of care for the children. Children behave well given their ages and stages of development.

Children play with good quality resources. They eagerly arrive in the morning ready to play. However, staff do not provide resources to promote children's information technology learning on a daily basis. As a result, children who attend part time do not have the same opportunities in this area as those who attend full time. Staff work with the parents of children learning English as an additional language and gather key words in their home language to support the children. Staff use the flashcards, provided by parents, successfully to help the children to learn new words in English. This promotes the children's learning and development well.

Children learn about keeping safe through the staff's effective support. For example, staff teach children about tidying away toys to avoid tripping hazards. During circle time, staff ask the children why they need to look out and use kind feet. Children respond that they need to look where they are going to stop accidents, and use kind feet so they do not hurt anyone. This teaches the children about their own safety and being kind to their friends. Regular risk assessments also take place to support the children's safety in and out of the pre-school. Regular fire drills help children to understand what to do in the event of an emergency. This helps the staff to keep the children safe and promotes their understanding and well-being.

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

The owner and the manager know how to meet the safeguarding and the learning and development requirements well. They work together to assess the practice in the pre-school and to make sure staff are following correct policies and procedures. All staff and volunteers have a secure knowledge of the safeguarding and child protection arrangements. Staff know and follow the safeguarding policies and procedures well.

Detailed risk assessments are in place to enable children to play in a safe learning environment. The owner uses robust recruitment procedures to check that staff are suitable to work with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. The owner, during appraisals and ongoing supervision, checks the staff's ongoing suitability since their last checks. As a result, suitable staff care for the children.

Staff work with parents to complete individual educational plans and work together to manage the children's behaviour. Staff follow these procedures well to make sure the children are kept safe. Staff also work closely with other agencies caring for the children and they regularly share information that can help support the children's progress. This enhances the well-being of the children.

Staff have formal and informal appraisals and supervision sessions regularly with the manager and the owner. The owner carries out appraisals of the manager's practice. This allows management to keep track of staff development and to promote their training needs. Staff attend regular training through the local authority and in-house training to enhance practice and promote children's learning and welfare. Recent training has included special educational needs co-ordinator training.

Staff evaluate planning to make sure it meets the learning and development needs of the children. All staff are involved in all aspects of the planning and the evaluation. They bring about the good outcomes for children through this process. Staff work closely with the parents and they share information with them regularly about the progress their children are making. Staff provide daily feedback and work with parents if they have any concerns about the children's development. Staff work closely with other agencies that are involved in the children's care. Staff from local schools come into the pre-school to observe the children who will be moving to their class. They share the children's stages of development. This provides continuity of care and learning for the children, including those with special educational needs.

The self-evaluation process is good. Management works with staff and the parents to make changes to the practices and activities in the pre-school. Staff involve the parents by gathering their views on the service they provide through questionnaires and informal discussions. Staff use the parents' views to look at what changes they can make. For example, music sessions run by an external company are now provided as result of parent feedback. Staff assess activities to make sure they are meeting the children's individual needs. They monitor the children's participation in activities to gauge their interests and what needs adapting to meet their individual needs further. For example, staff will change activities if they do not engage the children. This has a positive impact on the well-being of the children. The management team are committed to driving continual improvements in the pre-school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY431975
Local authority	Bromley
Inspection number	845467
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	32
Name of provider	Jane Lillian Louise Cannon
Date of previous inspection	06/02/2012
Telephone number	02086503515

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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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