

# The Partnership of Happy Hands Pre School



Community Centre, Castle Way, Barton Seagrave, KETTERING, Northamptonshire,  
NN15 6ST

## Inspection date

20 January 2015

Previous inspection date

19 September 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a good understanding of each child's learning styles and plan activities that provide challenges to promote their learning and development.
- Children are developing good communication and language skills. They are confident to speak with the staff during their activities, asking questions and responding to the staff's genuine interest in what they are doing.
- The managers of the pre-school work well with each other and the staff. They are effective in their monitoring of the planned activities and the quality of teaching. This results in children being provided with a good range of fun and interesting activities that cover the seven areas of learning.
- Children's independence is promoted well. They are able to make choices about their activities. They help to prepare their snack and do their own washing up when they have finished eating.
- Children behave well. They enjoy their activities and respond to the staff's gentle reminders about the boundaries that are in place for safety and behaviour and enthusiastically get involved in tidying away the activities.

### It is not yet outstanding because:

- Staff do not always make the most of the existing home visit system when children are settling in to enhance the partnership with parents.
- The opportunities for children to explore and be curious about natural play materials are not always fully maximised.

## **What the setting needs to do to improve further**

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

- extend the effective partnerships with parents to provide a strong base to help all children settle in when they start attending, for example, engaging more parents in the home visits and using tools such as photograph books
- expand on the already good opportunities for children to explore and be curious about natural resources that can be used in a variety of different ways, for example by providing lengths of fabric and items made of different materials that offer a range of textures and patterns.

### **Inspection activities**

- The inspector observed activities in the playroom and in the outside play area.
- The inspector spoke with the staff and the children at appropriate times during the inspection and held a meeting with both the managers.
- The inspector carried out a joint observation with one of the managers.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### **Inspector**

Melanie Eastwell

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a good range of activities to promote children's curiosity and development that covers the seven areas of learning. Children play with some natural resources, such as sand and water. However, they do not always have plentiful opportunities to explore natural materials that can be used in different ways. Children are able to choose from a good range of toys, books and resources that help them to develop independence. Children select their own books. They are interested to look at the pictures. They enjoy being involved in a large group story when they have model dinosaurs as props. All the staff offer support during activities and make good use of opportunities to repeat children's language and introduce new words. As a result, children make good progress in their communication and language skills. The staff talk about mathematics when children are using play dough and cutters. They count the shapes they make together and children refer to the different sizes of the pieces of dough. There is daily sharing of information from home between children's parents and the staff. Parents are fully involved in their children's assessments which ensures that their learning is supported at home.

### **The contribution of the early years provision to the well-being of children is good**

Children are safe in this welcoming pre-school. The children have good relationships with the staff who welcome them when they arrive and they enjoy their positive interaction with them during their play. Staff have found home visits to be very beneficial in supporting children to be more confident when they start attending. Staff have not yet explored ways of engaging more parents in this effective process. Children are able to be active and enjoy physical activity both in the playroom and in the pre-school garden. Children's independence and awareness of how to make healthy choices are promoted at snack time. They are encouraged to peel and chop their own fruit. They enjoy having the responsibility to wash and dry their own plate and cup when they have finished their snack. Children behave well. They are developing an awareness of others and the boundaries that are in place for safety. This development of positive attitudes helps them to be ready for the eventual move on to school.

### **The effectiveness of the leadership and management of the early years provision is good**

Both pre-school managers and the staff have a secure knowledge of the learning and development requirements and how to keep children safe. Strong recruitment procedures are in place. They have opportunities to continue their professional development through attending training courses. This results in children being cared for by staff who are effective in their role. The staff are vigilant in their supervision of the children and they carry out thorough risk assessments. The managers are committed to improving their good-quality provision through effective monitoring and evaluation. This ensures that they respond to the children's and their family's needs. The planning and assessment of each child's learning is effective and results in children receiving good-quality care and learning opportunities during the pre-school session.

## Setting details

<b>Unique reference number</b>	EY361710
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	857642
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	35
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Happy Hands Pre School Partnership
<b>Date of previous inspection</b>	19 September 2008
<b>Telephone number</b>	01536 721114

The Partnership of Happy Hands Pre-School was registered under its current ownership in 2007. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens each weekday, except Thursdays, during term time. Sessions are from 9am until 11.30am with a lunch club until 12.30pm, except for Tuesdays when the lunch club operates until 1.30pm. A breakfast and after school club operates each weekday during term time from 7.45am until 9am and from 3pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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