

Happy Valley Pre-School Ltd



West Bromwich Community Centre, Gayton Road, West Bromwich, West Midlands, B71 1QS

Inspection date	28 January 2015
Previous inspection date	16 June 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Almost all children make exceptional progress in all areas of learning because the quality of teaching is consistently of a very high quality. Staff understand how children learn, and provide an exceptional range of stimulating and imaginative activities both indoors and outside.
- Children form strong and effective emotional attachments to the adults caring for them, due to superbly well thought out settling-in procedures. This develops their sense of security and emotional well-being.
- Excellent partnerships between staff and parents ensure that parents are fully informed of their child's progress and next steps in learning, which enables them to continue to guide their child's learning at home.
- The safeguarding of children is given paramount consideration. Managers ensure that all staff implement policies and safe working practices exceptionally well. This supports children's health, safety and well-being.
- Management has a vision for the future development of the pre-school and motivates staff exceptionally well. Consequently, the staff team is very strong and shows an uncompromising commitment and dedication to ensuring the highest standards of care and learning in all areas.

What the setting needs to do to improve further

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

- consider enhancing children's understanding of simple everyday technology, by introducing them to a wider range of personal and household items to aid knowledge of how things work and promote further the development of independence and self-care.

Inspection activities

- The inspector looked at a selection of children's assessment files and discussed children's progress with their key person.
- The inspector checked for evidence of the suitability and qualifications of the staff working with the children.
- The inspector observed play and learning activities and spoke to the staff and children indoors and outside.
- The inspector held meetings throughout the inspection with the manager and key persons and looked at and discussed a range of policies and procedures. She carried out a joint observation with the manager and discussed the pre-school's self-evaluation process.
- The inspector took account of the views of the parents and carers spoken to on the day.

Inspector

Karen Laycock

Inspection findings

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

Children are highly motivated, eager to explore and develop a thirst for learning in this welcoming, fun and relaxed pre-school. They are supported to be active learners as they construct a train track, before exploring different types of engines in books placed nearby. This means staff effectively incorporate literacy and communication into the children's play. Children have the confidence to initiate activities for themselves, as well as follow clearly established day-to-day routines. Highly comprehensive assessments are made of children's learning, through tracking their progress in detail. Planning is precise and sharply focused on individual children's learning. Support for children with special educational needs and/or disabilities, and those with English as an additional language, is exceptional. Any identified gaps in learning are promptly addressed, with specialist help from the pre-school's knowledgeable special educational needs coordinator. Children who speak English as an additional language are supported by a key person who speaks the child's home language. Additional support is sought from a team of external professionals, when necessary. Consequently, all children make excellent progress in relation to their starting points and are exceptionally well-prepared for their move to nursery and school.

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

Children's behaviour is exemplary and disputes are rare. Staff teach children to be kind to each other and to ensure everyone is included and valued. Staff model sharing and turn taking skills as they play alongside younger children. Regular fire evacuation drills promote children's understanding of keeping themselves and others safe. Children develop their independence skills as they confidently choose their snacks and pour their own drinks. There is scope, however, for extending children's access to simple everyday technology, such as fastenings on clothing, bags, purses and lunchboxes. This further enhances opportunities to develop children's independence and self-care skills and promotes their knowledge of how things work. During play, staff encourage discussion about foods that are healthy and those that are not. Children enjoy daily outdoor play, and so they benefit from regular fresh air and exercise. Consequently, children are developing a secure understanding of the importance of healthy lifestyles.

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

Leadership is inspirational and positively influences all aspects of children's care and learning. All required checks are made to ensure staff are suitable to work with children. The manager closely monitors the quality of staff's teaching. She supports staff's professional development through appraisals, peer reviews and a consistent review of the activities and outcomes for all children. This highly effective monitoring process ensures that training needs are quickly recognised and targeted. This meticulous attention to detail ensures that every child is included. This gives all children the best opportunities to succeed and maximise their potential. A reflective approach, combined with robust self-evaluation, provides a focus for ongoing development and improvement.

Setting details

Unique reference number	EY443991
Local authority	Sandwell
Inspection number	980402
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	84
Name of provider	Happy Valley Pre-School Ltd
Date of previous inspection	16 June 2014
Telephone number	0121 588 6211

Happy Valley Pre-School was registered in 1993. The pre-school employs 10 members of childcare staff, all of whom hold appropriate early years qualifications between level 2 and level 6. The pre-school opens from 8.40am until 4pm, Monday to Friday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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