

Happy Faces Pre-School

Hectorage Road, Tonbridge, Kent, TN9 2DS



Inspection date

27 February 2015

Previous inspection date

11 May 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not organise the resources effectively to promote children's further independent choices.
- Staff do not always manage changes in routine effectively and this means children become restless while waiting.
- Staff miss opportunities to ensure children have a clear understanding of rules and boundaries.
- Staff do not always organise themselves effectively to provide good quality learning experiences to children so that they remain engaged and motivated in their learning.
- Management do not ensure that staff follow a consistent process to thoroughly monitor and assess children's progress.

It has the following strengths

- Staff have strong relationships with parents. Parents feel valued, respected and included, which promotes consistency of care for children between home and the setting.
- Staff show a commitment to making improvements and use some sound self-evaluation strategies to promote improvement.
- Staff follow clear hygiene routines to protect children's good health. Children are developing independence in their self-care skills well.

What the setting needs to do to improve further

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

- improve the quality of teaching and the deployment of staff so that all children are able to engage in quality learning experiences to help them make good progress.

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

- review the organisation of resources so that these are attractively displayed and accessible to the children to further develop their independence skills
- ensure that changes in the routine are managed appropriately to minimise waiting times for children
- promote children's clear understanding of the rules and boundaries to enable them to manage their own behaviour more effectively
- develop the arrangements for monitoring and assessing children's progress so that it is more consistent.

Inspection activities

- The inspector toured the areas used by the children.
- The inspector observed the staff and children interacting.
- The inspector sampled written documentation, including children's progress reports, and policies and procedures.
- The inspector spoke to the staff, children and gathered parents' views.
- The inspector completed a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a variety of activities to promote children's learning and development. Children have free access to a wide range of resources to help them initiate their own learning. However, some resources are not easily accessible to further develop children's independence. The children enjoy projects, such as 'planting fruit and vegetables', which helps them learn about caring for living things. Children develop their early writing skills ready for starting school, for example, they make their own labels for displays. Staff make regular observations and use these to plan for children's progress. They track and monitor children's progress; however, this is not always consistently thorough to ensure gaps in children's learning are closed quickly. As a result, all children make some suitable progress, although this can be slow. Staff do not always organise themselves well to engage and motivate children effectively. Therefore, the quality of teaching is not consistent.

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

The spacious environment is safe and welcoming. There is a variety of resources in all rooms and an outside space that is well organised and resourced. Staff encourage children to take part in daily exercise sessions, which promotes healthy lifestyles. They consistently praise children and build their self-esteem, but they do not always plan well for the change of routines during the day. For example, children become fractious when they have to wait for their snack. This leads to some conflicts between children as staff do not always intervene quickly to reinforce the rules and boundaries to help children manage their own behaviour.

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

The management have a sufficient understanding of their responsibilities. However, their monitoring of the quality of teaching, planning and assessment are not rigorous enough to ensure all children make good progress. The management have robust recruitment procedures to check that staff are suitable to work with children, which promotes the safety of the children. Safeguarding procedures are clear and all staff demonstrate an in-depth knowledge of them. All parents are encouraged to participate in their children's learning. They comment that they feel well supported and included in the pre-school and in their children's development.

Setting details

Unique reference number	EY308187
Local authority	Kent
Inspection number	834246
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	44
Number of children on roll	82
Name of provider	Happy Faces Pre-School Limited
Date of previous inspection	11 May 2009
Telephone number	01732 368823

Happy Faces Pre-school registered in 2002. It operates from two rooms in a mobile classroom in Tonbridge, Kent. The pre-school is open each weekday from 8.30am to 4pm, term time only. The pre-school currently support children with special educational needs and/or disabilities and children who speak English as an additional language. A team of 11 staff work with the children. The manager and most of the staff hold a recognised early years qualification to at least level 3.

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