

Happy Faces Playgroup

Liddell Hall, Old Reading, Sherfield-on-Loddon, Hook, Hampshire, RG27 0EZ



Inspection date

4 March 2015

Previous inspection date

11 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff's accuracy and rigour in linking observations with weekly planning and assessment is very effective in ensuring that children make good progress in their learning and development.
- Children's individual needs are quickly identified and exceptionally well met through highly effective partnership working between staff, parents and local agencies.
- The provider has an excellent understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage, and has effective systems to monitor their implementation.
- Staff treat children with a great deal of respect, and this results in a harmonious and caring environment for everyone, where every child is valued and every family welcomed.
- Staff know the children well, and effectively implement good systems to exchange information and celebrate children's achievements with parents.
- Experienced leaders are well supported by a team of skilled and caring staff, and they work together to continue to drive up standards in every area of the pre-school.

It is not yet outstanding because:

- High noise levels at key times during the day make it difficult for some children to participate, listen, and communicate comfortably and effectively with other children and staff.
- There is a limited range of technology resources available, indoors and outdoors.

What the setting needs to do to improve further

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

- review whole group indoor free-play and lunchtime routines to help children become further aware of how to manage their own noise levels to promote their highest levels of achievement in their learning
- further improve the provision of resources to support children's exploration of, and confidence in, using a wider range of everyday technology indoors and outdoors.

Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school, and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding and equal opportunities, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's planning, evaluation, and the information exchanged with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Inspection findings

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

Professional and experienced staff ensure that all children make good progress across all areas of their learning and development during their time at the pre-school. This is because they accurately assess children's achievements and rates of progress, and plan interesting activities to challenge them further. Children learn to care for their environment as staff teach them how to grow flowers for pleasure and grow vegetables to harvest in their own garden area. At times, children's access to technology is a little restricted, but their overall progress is good and staff prepare them well for school. Some children are less communicative during self-initiated indoor play and lunchtime sessions where raised noise levels make it harder for them to understand other children. Staff balance these times with good quality teaching outdoors, targeted small group sessions and well-managed small group times. As a result, all children make good progress and some make considerably better.

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

Highly reflective, skilled staff warmly welcome children, parents, and visitors, making them feel valued and respected. Staff provide plenty of small areas where all children feel secure exploring, creating, developing their imaginative skills, and revisiting favourite books with friends. Staff are quick to strengthen children's personal, social, and emotional skills, and develop their speaking skills. Where children have gaps or delays in their learning, or clearly identified special educational needs and/or disabilities, staff are excellent at working with families and their wider teams. Consequently, adults prepare children most effectively for their moves within their community and on to school. Staff celebrate diversity at every opportunity. They create topics around children's visits to different countries. They actively encourage parents to share their specialist knowledge about places, customs, and occupations. Parents speak very highly of the staff as they see their children become more independent and confident.

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

The managers are highly committed to the children and families who attend the pre-school. They lead and guide a very strong, capable team, who work exceptionally well together. Staff drive themselves towards increasingly high standards of education and care, and meeting all the requirements of the Early Years Foundation Stage. Careful monitoring of children's progress, and implementing of training to improve the education programmes staff deliver, help to ensure all children make good towards the early learning goals. Children thrive as staff challenge their imaginations and investigations outdoors as well as indoors. Children show kindness to each other and a strong enthusiasm for learning.

Setting details

Unique reference number	109864
Local authority	Hampshire
Inspection number	839645
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	57
Name of provider	Happy Faces Playgroup Committee
Date of previous inspection	11 March 2011
Telephone number	01256 880903

Happy Faces Playgroup registered in 1985. It operates from the Liddell community hall in Sherfield-on-Loddon, Hampshire. The playgroup is open each weekday, during school term time. Sessions run from 9.15am until 12.15pm and from 1.30pm to 3.30pm. Staff also operate a lunch club. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four. The playgroup committee employs 13 staff, including two bank staff, who all hold relevant early years qualifications to level 3. They also employ a handyman and an administrator.

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