

Happy Days Pre-School

Nettlebed Community School, High Street, Nettlebed, Henley-on-Thames,
Oxfordshire, RG9 5DA



Inspection date	9 March 2015
Previous inspection date	13 October 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		Good	2
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 develop good relationships with children and, as a result, children are happy and feel safe and secure.
- The quality of teaching is good. Staff effectively role model and ask children questions to encourage them to think critically and extend their learning.
- Staff provide children with good opportunities to count and develop their mathematical skills. Children confidently chat about numbers and their ages during everyday conversations.
- Staff prepare children well for their move to school and have strong links with the local reception class teacher.
- Staff have good relationships with other professionals. As a result, additional support for children with identified gaps in development is welcomed and used effectively.

It is not yet outstanding because:

- Staff do not fully involve all parents in contributing to their children's shared learning. Parents receive feedback regarding their children's progress. However, they are not encouraged to share information about what children are doing at home.
- Staff do not provide children with a variety of reading materials outside. There is a good range of books inside but children do not take these out and therefore, opportunities to extend reading in all environments are not used effectively.

What the setting needs to do to improve further

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

- improve opportunities for all parents to be fully engaged in children's shared learning
- provide opportunities for children to access books in outside environments to more fully encourage reading for those who learn best outside.

Inspection activities

- The inspector toured areas of the premises used by children.
- The inspector spoke to parents to gain their views.
- The inspector carried out a joint observation with the manager and observed staff and children.
- The inspector sampled policies and documents.
- The inspector spoke to staff during the inspection to gauge their knowledge.

Inspector

Sara Hope

Inspection findings

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

Staff offer children good educational programmes. As a result, children make good progress. They enjoy interacting with staff, peers and children from the reception class next door. Children participate in physical activities, indoors and outdoors, that support their development effectively. They enjoy running, climbing, building construction, threading, and filling containers with different materials. Staff praise children, helping them to recognise their own achievements. Staff are good role models, building and extending on children's range of vocabulary. They are enthusiastic and motivate children to take part and learn. Staff support children in learning how to write numbers and letters. Children settle well and parents state that they are happy with the service they receive and are given information regarding their child's progress.

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

Staff remind children about appropriate behaviour and encourage them to be polite, use their manners, share and take turns. Children are confident to share their ideas with staff. For example, one child sits with a staff member building with different materials. He explains to the staff member what he is building and how he is going to achieve this. Staff support children to become independent. Older children toilet, hand wash and hang up their coats by themselves, while younger children are offered assistance as needed. Children enjoy selecting their own healthy snack from a canteen style snack bar. They are offered milk or water to drink with meals and are able to access fresh water by themselves throughout the day. Staff offer children excellent support to move to school. Children have good opportunities to have regular short visits to the reception class next door. Staff work closely with the reception teacher to tailor effective programmes to ensure moves are successful.

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

The manager has a good understanding of her responsibilities to support children's learning and development and to meet requirements. Children are all allocated a key person and assessments of children are collected to effectively support and extend their development. Staff have all attended training in first-aid and safeguarding and therefore, they are able to keep children safe. Staff regularly evaluate activities and their own practice. Parents complete questionnaires and as a result of their feedback, newsletters and reminder e-mails are more frequent to keep parents better informed. Staff have termly meetings and attend training to improve their knowledge. Therefore, staff are becoming more effective in supporting children's progress.

Setting details

Unique reference number	EY332584
Local authority	Oxfordshire
Inspection number	834716
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	39
Name of provider	Happy Days Preschool Committee
Date of previous inspection	13 October 2011
Telephone number	01491 642936

Happy Days Pre-School registered in 2006. It is open Monday to Friday between 9am and 12 noon and from 12.15 to 3.15pm during school term time. Children can stay for a variety of sessions including lunch. The pre-school receives funding for the provision of free early education for children aged two, three and four. A total of seven members of staff are employed to work with children. Six staff hold relevant qualifications from level 2 to level 5.

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