

# Happy Hours Pre-School

The Community Centre, Broadfield Barton, Crawley, West Sussex, RH11 9BA



<b>Inspection date</b>	12 May 2015
Previous inspection date	12 July 2011

<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 form strong relationships with the children, which means they are comfortable and confident to learn. A well-established settling-in procedure ensures that both children and parents quickly gain confidence in the pre-school.
- The pre-school environment is well organised, bright and welcoming. Equipment is easily accessible to children, meaning they can choose what they want to play with and follow their interests.
- The pre-school is safe and secure as staff carry out regular risk assessments. The manager ensures that staff training on safeguarding remains up to date. As a result, staff have a secure knowledge of the procedures and know what to do if they are concerned about a child's well-being. This promotes children's safety.
- The manager has a good overview of planning and assessment, and this ensures that staff are effective in promoting children's development in all areas of learning.
- The manager supports her staff team well and provides lots of opportunities for training. This means that staff skills and knowledge are up to date and continually help to improve the learning and welfare outcomes for children.

### It is not yet outstanding because:

- Staff occasionally miss some opportunities to celebrate all the different home languages of children. This does not fully support children's sense of belonging.
- Staff do not currently seek the views and opinions of children in order to influence their improvement plan.

## What the setting needs to do to improve further

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

- involve children in thinking about ways to improve the pre-school
- provide further opportunities for all children to celebrate the different languages they speak.

### Inspection activities

- The inspector observed the children playing independently and taking part in adult-led activities.
- The inspector spoke to parents to find out their experiences of the nursery.
- The inspector examined policies and documents.
- The inspector had an in-depth discussion with the manager about the running of the nursery, and spoke to staff about teaching, learning, training and safeguarding.
- The inspector carried out a joint observation with the manager.

### Inspector

Catherine Reeves

## Inspection findings

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

Staff plan activities for the children based on their interests and needs, which means the children are highly motivated. They make sure that there is a good balance of adult-led activities and opportunities for children to lead their own learning. For example, children help themselves to resources, gluing and sticking different materials and shapes to pieces of paper. They show great skill as they use the glue sticks and know how to twist them up and how to use the glue to make their pictures. Staff make regular observations of children as they play and record these so that they can plan what the children need next. This supports the children's learning and means that they make good progress in all areas. Staff regularly share their observations with parents and there is a regular two-way flow of information between the families and staff. Staff take prompt action to support children who have special educational needs and/or disabilities and, therefore, gain extra help from other professionals to promote individual children's learning.

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

A strong key-person system enables children to settle into the pre-school quickly and staff meet their needs on a daily basis. Children happily say goodbye to their parents as they leave as they feel secure and safe. The environment allows children to develop their independence and they choose to spend a lot of time outside. The outdoor area provides a wide range of opportunities for children to learn and to practise physical skills. For example, children wait eagerly to explore the sand and water and help themselves to aprons before joining in, showing good self-help skills. Children use containers, jugs and pumps to explore how the water behaves and staff talk with the children about what they are doing, modelling new language. Staff provide nutritious snacks for the children and they encourage those who stay for lunch club to bring healthy items in their lunch boxes. Staff prepare children well for when they leave to go to school. They invite teachers to visit and provide uniforms and book bags in the imaginative play area.

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

The manager has a thorough knowledge and understanding of the learning and development, and the safeguarding and welfare requirements. She has led the staff team to evaluate what the nursery offers and to make plans to improve it. For instance, the team recognised a need to provide more resources aimed at the two-year-old children and so invested in large sensory display units and other things which might appeal to this age group. This fully promotes continuous improvements and consistently improves the outcomes for children. The chair of the committee carries out a formal annual appraisal for all staff and the manager supervises them on a day to day basis to develop practice.

## Setting details

<b>Unique reference number</b>	113510
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	839869
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Happy Hours Pre-School Committee
<b>Date of previous inspection</b>	12 July 2011
<b>Telephone number</b>	07759920402

Happy Hours Pre-School registered in 1976 and operates from a hall in The Broadfield Community Centre, in Crawley. The group opens Monday to Friday during term time only, from 9.15am until 3.30pm. Children can attend for morning, afternoon or whole day sessions. There are 11 members of staff, eight of whom hold Level 3 qualifications. The setting receives funding for early education for two-, three- and four-year-olds.

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