

Happy Faces Pre School

Coleshill Road, Atherstone, Warwickshire, CV9 1BN



Inspection date

14 May 2015

Previous inspection date

4 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children settle quickly into this warm, welcoming pre-school. They form secure bonds and attachments with the small team of adults who care for them. This is because staff provide them with good levels of emotional support. Consequently, children demonstrate that they are happy, confident and feel secure.
- Teaching is good because well-qualified staff understand how to promote children's learning. As a result, all children are making good progress from their starting points.
- Staff place a high priority on promoting children's early speaking and listening skills. This means that children are gaining necessary skills to help them in their future learning at school.
- Staff have a clear understanding of how to keep children safe. They follow robust procedures relating to all aspects of safeguarding, including child protection and safety in the pre-school. Consequently, children are protected.
- Children's welfare needs are met through effective partnership working arrangements with parents. Parents are extremely positive about the care their children receive and the good progress they make.

It is not yet outstanding because:

- The information the pre-school shares with parents does not include precise next steps in learning.

What the setting needs to do to improve further

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

- enhance systems for communicating with parents to include more specific next steps in learning, to support children's learning at home more effectively.

Inspection activities

- The inspector observed activities inside and outside.
- The inspectors sampled a range of records and documentation relating to safeguarding and welfare, and learning and development.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Trisha Turney

Inspection findings

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

Staff help children to explore and become curious learners. For example they give them spades and magnifying glasses to help them as they search for creatures in the soil. Young children make their own musical instruments. Staff join in as children shake the instruments enthusiastically while singing songs and rhymes. Older children talk confidently to the group about visits to the dentist. Children listen with interest and take turns to speak. As a result, children learn to speak and listen well. There are good systems in place to observe, assess and plan for the individual needs of the children. Staff monitor children's next steps in learning and track their progress well. Families are encouraged to share information about what their child has been learning at home. Parents and carers add 'leaves' with details of their child's experience written on them, to the 'achievement tree'. These observations enable staff to extend children's learning by building on events at home. However, staff do not always provide parents with detailed information about their children's learning and development, such as their child's next steps, to enable parents to further extend their children's good learning at home.

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

The pre-school has good, gradual, settling-in procedures to enable children to successfully ease themselves into pre-school life. The organisation of the environment means that children can decide whether to play inside or outside in the fresh air. Using direct access to an outdoor area, children enjoy a good range of activities, such as riding wheeled toys, building with large wooden pieces, digging and planting. Independence is very well promoted. Children serve their own snacks, pour their own drinks and help sweep and tidy up at the end of the session. Children confidently talk about and follow their 'golden rules'. Consequently, children's behaviour is very good. Staff are good role models and give lots of praise and encouragement to children to build confidence and promote children's self-esteem.

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

Leadership is strong. The manager and her deputy demonstrate a firm commitment to extending children's learning. Purposeful training and the performance management systems in place mean that the effectiveness of teaching is consistently reviewed. The manager puts in place action plans to target any areas that can be developed. This means that the provision is continually improving. The manager has a good overview of children's learning and development because she monitors them, and their progress records, regularly. This means she can see that all children are making good progress and can target intervention if necessary. Staff work hard to establish and maintain successful partnerships with other professionals. This means they can obtain the advice and guidance they need to fully support the children and their families.

Setting details

Unique reference number	200610
Local authority	Warwickshire
Inspection number	1013600
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	32
Name of provider	Happy Faces Pre-School Committee
Date of previous inspection	4 July 2014
Telephone number	01827 718080

Happy Faces Pre School was registered in 1992. The setting is open each weekday from 9am to 12 noon term time only, with an optional lunch session. The pre-school provides funded early education for two-, three- and four-year-old children. It employs four members of staff, of whom three hold appropriate early years qualifications at level 3. One staff member is a registered childminder.

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