

# Happy Days Pre-School Playgroup

The Scout Hall, The Street, East Preston, West Sussex, BN16 1HU



## Inspection date

4 June 2015

Previous inspection date

23 March 2010

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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have effective strategies to help children who speak English as an additional language and children who have special educational needs and/or disabilities succeed. They help all children to make good progress in their learning.
- Staff meet children's individual needs well. Children are happy and have good, secure relationships with staff. Consequently, they are confident and settled, demonstrating a strong sense of belonging.
- The management and staff team has a good level of communication with all parents so they feel fully included, involved and informed about their children's learning and development. This helps provide children with consistency in their care.
- Staff prioritise the safety of the children. They have a good understanding of the procedures to follow to protect children's welfare and how to report any concerns.
- The staff interact positively and consistently with the children. As a result, they are confident and develop good communication, listening and speaking skills.
- Staff use a range of effective strategies to support the children to gain future learning and life skills and prepare them well for the move to school.
- Staff provide a variety of stimulating activities and use the local community and environment to extend learning.

**It is not yet outstanding because:**

- Staff do not always organise resources and activities so children can easily make choices and fully engage in their interests and preferences.
- Some creative activities are too adult-directed. This means children do not always have sufficient opportunities to express themselves freely by exploring a variety of materials independently.

## What the setting needs to do to improve further

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

- extend opportunities for children to easily access resources and self-select activities, to fully engage their interests and preferences
- improve opportunities for children to fully express themselves and develop their creativity and imagination through creative experiences.

## Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector viewed the areas of the setting that children use.
- The inspector observed staff interaction with the children.
- The inspector sampled written documentation including children's progress reports, and policies and procedures.
- The inspector spoke to staff and children, gathered parents' views and considered their comments.

## Inspector

Kelly Hawkins

## Inspection findings

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

Staff provide a good variety of engaging and inviting experiences to promote children's learning and development. They effectively engage children to develop their language and communication skills. For example, children enjoy interactive story sessions and a visit from the local postal worker to discuss the journey of a letter. Staff encourage children's interaction, asking questions to challenge children's thinking and listening skills. Staff include children in the planning of activities, which helps to engage children using their individual interests. For example, children are interested in writing letters, so staff arranged activities for children to create their own post box and a chance to explore a post van. This good quality teaching helps children clearly link learning and real life experiences. Children develop good early literacy skills. Staff engage them in small group activities which focus on children's listening, speaking, letters and sounds. Staff fully involve parents in their children's development and share their achievements daily.

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

Staff have good relationships with the children, which results in children who are happy to settle and engage in activities quickly. Staff organise the learning environment well. They provide resources that motivate children's interests and successfully engage and stimulate them to learn. Children show affection, empathy and kindness towards staff and each other. Staff are good role models; as a result, children behave well, are polite and use good manners. Staff provide children with daily opportunities to play outside, which contributes to a healthy lifestyle. They learn to negotiate the space and experiment with different ways that they can move. Staff establish good relationships with other professionals. They work closely with schools to prepare children well for school.

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

The management and staff team has a good knowledge of the safeguarding procedures, ensuring that they help keep children safe. Staff complete thorough daily assessments to identify risks and minimise any hazards. The management team follows robust recruitment procedures to ensure the suitability of staff. They support and motivate staff's professional development through regular supervision and training. Staff are currently undertaking training to improve the engagement of boys in writing, and the implementation of new thinking and ideas. Management regularly monitors and evaluates practice and continues to make changes to improve the quality of teaching. For example, staff have introduced children to self-registration to give them responsibility and help them recognise the letters of their names. Management accurately and regularly monitors children's needs and individual progress, to ensure all children make good progress.

## Setting details

<b>Unique reference number</b>	113509
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	846042
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Carol Haddock
<b>Date of previous inspection</b>	23 March 2010
<b>Telephone number</b>	07801563482

Happy Days Pre-School Playgroup is privately owned and registered in 1992. It operates from a scout hall in East Preston, West Sussex. The pre-school is open from Monday to Friday, term time only from 9am until 3pm each day, except Thursday when the pre-school closes at 12 noon. The pre-school employs eight staff including the manager; one has Qualified Teacher Status and five hold early years qualifications at Level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

