

Happy Days Pre-School

Shorts Road, Fair Oak, Eastleigh, Hampshire, SO50 7EJ



Inspection date

9 June 2015

Previous inspection date

9 February 2009

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 have an excellent knowledge of their role as key person. They ensure that each child is emotionally well supported and that their care and educational needs are met successfully.
- All staff know children well, have secure knowledge of how children learn and, overall, good teaching skills to promote all areas of children's development. Targeted teaching for the rising five's groups promotes school readiness. Effective key group planning means that teaching matches children's needs well.
- There is good emphasis on literacy development. Children show they are confident and keen to write their name independently at the paint easel. They listen well at story time.
- Safeguarding and child-protection procedures at the pre-school are secure. There is good liaison with statutory agencies and the children's centre to support vulnerable families.
- Partnership with parents is excellent. Staff engage with parents exceptionally well and build very good relationships with them through systems such as home visits, social media, and stay and play sessions. This helps staff to build an extensive knowledge of the family and effectively links learning to home life. For example, a parent brought in a tractor for the children to see and climb on.

It is not yet outstanding because:

- Methods to make sure that all staff have very high expectations of themselves and receive inspirational individual training in teaching and learning are not completely established.

What the setting needs to do to improve further

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

- develop high-quality, professional development opportunities for staff, and supervision based on sharply focused evaluations of staff practice to ensure teaching is of the very highest quality.

Inspection activities

- The inspector observed the children's play activities indoors and out, including some group activities, looked at the available resources and read relevant documentation.
- The inspector held a meeting with the manager about their leadership and management, including evaluation methods and how they assess children's progress
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the provider.

Inspector

Lorraine Wardlaw

Inspection findings

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

Children engage busily in learning and they benefit positively from their early years experience. Staff aid them successfully in their learning journey from their varied starting abilities. They provide stimulating and welcoming play areas both indoors and out, and good, individual adult support for children. Staff often get down to children's eye level to talk and motivate them. Most are skilled at working with them, building on what children know and can do. Staff promote children's physical and mathematical skills when they use spades to dig for numbers hidden in a large tyre filled with soil. Children are enthusiastic learners, recognising numerals, counting and problem solving. Well-planned language teaching with small groups ensures that there is good emphasis on children learning vital speaking, listening and attention skills for their future life. Adults ask good varied questions to promote children's ideas and thinking skills.

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

All children are very settled, happy and show that they feel emotionally secure in the nurturing environment. Children have a keen sense of belonging. They follow the clear pre-school daily routines and are proud of their achievements. Children behave well. They often come to the adults to show off their work, such as play dough or magnetic shape models, and are greeted with much praise. Outdoors and indoors, children have fun in the physically challenging play areas. They balance on beams and show care and concern for their friends, holding their hands. Staff maintain children's good health well by providing healthy nutritious snacks mid-morning. Children spontaneously go to their personal bottle to have a drink, recognising their place name, when they feel thirsty.

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

The management and staff team work collaboratively and effectively to implement requirements. The provider/manager regularly discusses the staff team's ongoing performance during individual supervision and team meetings. Although there is scrutiny of staff's individual teaching performance, the process does not bring about inspirational practice. A strong induction and coaching system by the provider/manager means that the newest recruits are fully aware of their responsibilities and gain good support to promote successful outcomes for children. Evaluation and improvement is ongoing and successful with some emphasis on training. This is mainly linked to joint training with the local school and other early years providers on literacy. Partnerships with staff in external agencies and school, including with the Local Safeguarding Children Board, are well established.

Setting details

Unique reference number	EY101088
Local authority	Hampshire
Inspection number	836985
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	38
Number of children on roll	68
Name of provider	Susan Elizabeth Plowman
Date of previous inspection	9 February 2009
Telephone number	02380 601276

Happy Days Pre-School opened in 2001 and is one of two privately owned pre-schools in the local area with the same name. It operates from the village hall in Fair Oak, Eastleigh, Hampshire. The pre-school is open five days a week during term times. Sessions run on Mondays from 9.30am to 12 noon, Tuesdays and Wednesdays from 9.30am to 12.45pm and to 3.45pm during the spring and summer term (for Rising Fives groups), Thursdays from 9.30am to 3.45pm and Fridays from 9.30am to 3pm. The pre-school receives funding for early education for children aged two, three and four years old. It employs 10 staff, of whom eight have relevant qualifications at level 3.

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