

Happy Days Pre-School - Bishopstoke

Bishopstoke Community centre, Church Road, Eastleigh, Hants, SO50 6DN



Inspection date

Previous inspection date

15 June 2015

28 April 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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children join in enthusiastically with the wide variety of interesting activities. Children are curious, examine things closely and find imaginative ways of solving problems. The quality of teaching is good, so that all children progress well.
- The owner is motivated and strives to achieve the highest standards of care and education for all the children. Staff are well qualified and eager to extend their already good knowledge of child development so they can enhance children's learning.
- Staff keep a close check on children's development, involving parents in the process. They quickly spot when children make slower progress than expected and actively provide or seek additional support to help them catch up.
- Children form close bonds with the staff, especially those with special responsibilities for their care and learning. This helps children settle quickly and grow in confidence so they become capable, active learners and are prepared well for starting school.
- Staff care for children very well, keeping them safe and healthy.

It is not yet outstanding because:

- Staff and managers sometimes miss opportunities to enhance their good teaching skills through focusing evaluations of practice sharply on the impact on children's learning.
- The end of session circle time is not always appropriate for the number and varying abilities of all the children. As a result, some children become distracted and do not benefit from the activity.

What the setting needs to do to improve further

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

- strengthen staff supervision and evaluations of the quality of teaching practice to focus more sharply on the impact on children's learning
- review the end of session circle time to ensure that children are engaged in activities that are interesting and appropriately challenging.

Inspection activities

- The inspector observed staff interacting with children during indoor and outdoor play, and looked at the range of resources available to children. The inspector discussed with staff how they assess and support children's learning and development.
- The inspector observed and discussed an adult-led activity with the manager.
- The inspector discussed with the manager and owner, the systems for assessing and monitoring the quality of the provision, including the quality of teaching and learning. The inspector looked at documentation relating to this, including the improvement plan, self-evaluation record and a sample of staff supervision notes.
- The inspector examined documentation, including children's developmental records, evidence of working with external professionals and a sample of policies and procedures. The inspector discussed safeguarding arrangements with staff.
- The inspector spoke with several parents on the day and took account of their views.

Inspector

Rachel Edwards

Inspection findings

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

Staff recognise that children learn in different ways and skilfully include children's interests in their plans. They create a construction site after children have been watching nearby building works. Children develop many skills as they discover they can make mortar from mud and water to hold blocks together. Reluctant writers 'record' the activity on clipboards strategically placed by staff. Staff place emphasis on developing children's speech. They recognise a number of children have speech difficulties when they start. They have joined a local initiative to extend staff's skills in supporting children's language. This has helped children significantly to overcome problems. Children learn through a careful balance of discovery and developing their own ideas, and focused adult-led activities.

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

Children feel secure as they quickly build strong bonds with their individual key person, who first visits them in their own homes. Children become highly independent as they choose when to eat, what to play with and manage their personal care competently. Staff take every opportunity to help children learn. They have a relaxed and welcoming manner as they play alongside children, talking about what they are doing. For example, they sort, count and compare with children as they help prepare fruit. Children eagerly join in and are confident to try new experiences. Children behave well in pre-school. Staff have consistent expectations and remind them of simple rules. They use picture cards to reinforce messages and help children understand. Children treat each other and others with consideration. They show the utmost care as they observe the cocoons they have been caring for. Staff supervise children well as they teach them how to stay safe. For example, they learn to use knives safely.

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

The management has established robust safeguarding procedures. They regularly review these with staff so all are clear of their responsibilities to keep children safe. The manager tracks children's progress to ensure staff are consistent in assessments and that planning matches children's interests and abilities. As a result, all children progress well. Overall, managers and staff reflect on their practice and they all share knowledge from training. They implement improvements, such as making cosy spaces to encourage children to talk. Staff have established strong links with other providers and professionals to support children's individual needs. Managers evaluate the pre-school effectively. They drive improvement to maintain a high quality service for children and parents.

Setting details

Unique reference number	EY345893
Local authority	Hampshire
Inspection number	837841
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	58
Name of provider	Susan Elizabeth Plowman
Date of previous inspection	28 April 2010
Telephone number	07870 589615

Happy Days Pre-School is privately owned and registered in 2007. It is one of two pre-schools owned by the same provider. It operates from the community centre in Bishopstoke, Hampshire. The pre-school is open five days a week during term time only. Sessions are from 9.30am until 3pm on Monday and Tuesday, 9.30am until 4pm on Wednesday and Thursday, and 9.30am until 12.30pm on Friday. There are eight members of staff who work with the children. Of these, six hold early years qualifications at level 3 or above, including the manager who holds a foundation degree and one member of staff who is a qualified teacher. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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