

Happy Faces Pre-School

Ranvilles Community Centre, Oldbury Way, FAREHAM, Hampshire, PO14 3BN



Inspection date	16 November 2015
Previous inspection date	15 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's independence is encouraged by all staff effectively. Children are keen to learn to do things for themselves.
- Staff closely observe children's learning and regularly assess and monitor their progress. They identify any gaps in children's learning and arrange additional support to help close the gaps. Children make good progress from their starting points.
- Children with special educational needs receive good support. For example, staff work closely with speech and language specialists to support children's communication and language skills.
- Children are effectively supported when they move onto school. Staff have links with the schools and take children to spend time at the schools, joining in with activities and getting to know their new teachers.
- Children have opportunities to learn about other cultures and religions. They have a good range of resources to play with and join in with celebrating different festivals. This helps children to learn to respect and value themselves and others.

It is not yet outstanding because:

- Staff do not fully encourage parents to regularly share their children's interests and learning at home to promote greater continuity between home and the pre-school.
- Children do not always have a wide range of opportunities to learn about the community they live in.

What the setting needs to do to improve further

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

- develop further opportunities for children to increase their awareness of the community and wider world around them
- strengthen further the already good partnerships with parents to provide even greater continuity in children's learning between the pre-school and home.

Inspection activities

- The inspector toured inside and outside the setting observing the quality of resources and teaching, and the impact these have on children's learning.
- The inspector had some discussions with parents to gather their views about the setting and their children's experiences.
- The inspector held a discussion with the manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector sampled relevant documentation, including safeguarding policies and procedures, and evidence of staff's suitability to work with children.

Inspector

Claire Watson

Inspection findings

Effectiveness of the leadership and management is good

The manager has a good understanding of the requirements of the Early Years Foundation Stage. The staff and manager complete regular self-evaluation and obtain the views of parents and children to identify aspects of their practice to improve. The manager supports staff's professional development well. They have regular meetings that enable staff to receive additional training and support to improve their knowledge, skills and practice. Safeguarding is effective. Staff are vigilant and have a good understanding of their role and responsibility to report any concerns they have about children. Staff have good partnerships with other professionals help to ensure that children's individual needs are met.

Quality of teaching, learning and assessment is good

Staff have a thorough understanding of how children learn and use this knowledge to provide a range of interesting and challenging activities. Resources are easily available to children that enable them to make independent choices over their play. Children enjoy using large climbing equipment to develop their physical skills. They learn to manage their own safety and consider others as they balance, jump and climb on low-level play equipment. Staff encourage children to think for themselves and be creative. Children enjoy using paint, drawing materials and a wide range of materials to use their imaginative skills.

Personal development, behaviour and welfare are good

Children are happy and settle easily. Parents share information about their children's care routines to help staff meet children's individual needs. Children have a key person assigned to them when they start, which provides a special person for them to turn to. A second staff member is always on hand to support children should their key person be absent. This effectively supports children's emotional well-being. Staff role model positive behaviour and language and have high expectations of the children. They encourage children to share and take turns and to respect the views and feelings of other children. Children behave well. Staff promote healthy eating. For example, they use snack and lunch times to discuss with children the importance of eating a range of healthy food to support their good health and physical well-being.

Outcomes for children are good

Children make good progress from their starting points. They learn to be confident talkers and develop good levels of independence in their self-care skills. This helps to prepare children for the next stage of their learning and the move to school.

Setting details

Unique reference number	EY347075
Local authority	Hampshire
Inspection number	835177
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	36
Number of children on roll	47
Name of provider	Caroline Horne
Date of previous inspection	15 March 2011
Telephone number	07936842802

Happy Faces Pre-School registered in 2007 and is based in Fareham, Hampshire. The setting is open from 9am until 3.30pm Monday to Friday school term time only. The pre-school employs nine members of staff, eight of whom hold appropriate early years qualifications. The pre-school receives funding to provide free early education for children aged two and three years.

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