

# Happy Faces Pre School Limited

Hectorage Road, Tonbridge, Kent, TN9 2DS



<b>Inspection date</b>	18 January 2016
Previous inspection date	27 February 2015

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

- The management team supports staff effectively. Staff are well qualified and they participate in further training to develop their knowledge and skills to provide good quality teaching. They plan learning experiences tailored to each child's learning needs that help children make good progress from their starting points.
- Staff form positive partnerships with parents. They provide good feedback to parents about children's progress and encourage a shared approach to their learning. For example, staff provide ideas about activities to try at home, and encourage parents to share their knowledge about their children's learning.
- Children develop good levels of self-esteem and confidence. Staff frequently praise their achievements and provide a positive role model to them. Children are kind and caring towards others and develop a good understanding of the behaviour expectations.
- Children's individual backgrounds are valued positively. Staff encourage families to share important events in their lives, and plan activities that help children learn about differences and respecting others.

### It is not yet outstanding because:

- At times, staff do not always use questioning effectively to help children fully extend their thoughts and ideas.
- Staff sometimes miss opportunities to help children develop their small physical skills to extend their learning further.

## What the setting needs to do to improve further

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

- strengthen the use of questioning to support children to develop their ideas and thinking skills further
- strengthen ways to help children develop their small physical skills to extend their learning further.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the manager, staff, parents and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation, including children's records and safeguarding procedures.

**Inspector**  
Karen Scott

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a current knowledge of safeguarding issues and practice. The manager evaluates and plans for improvement well, and values the views of staff, parents and children to help shape the service provided. The management team has taken positive steps to improve the quality of the provision and has addressed the action and recommendations from the last inspection. For example, staff have visited other early years settings to develop their practice effectively. The manager monitors children's progress well to identify and address any gaps in their learning. Additional funding is used effectively. For example, the manager consults with staff to identify resources to support children's individual needs. Staff form good partnerships with other professionals to promote continuity in meeting children's care and learning needs.

### Quality of teaching, learning and assessment is good

Improvements to the learning environment and staffing arrangements support children's learning effectively. Children are independent learners and confidently make choices about their play from the easily accessible resources. For example, children practised their writing skills and made signs for a shop, which were then displayed. Staff support children's interests and play well. They know when to intervene to extend children's learning, such as adding resources or making suggestions. Children explore with enthusiasm. For example, they discovered what happens to ice when it is indoors. Children develop a love of books, and concentrate and maintain their interest during interactive story times. Staff provide good support to children with additional needs. For example, a visual reminder helps children understand the daily routines.

### Personal development, behaviour and welfare are good

Staff provide a welcoming environment. For example, they display photographs of children. Staff value children highly and promote their self-esteem effectively. For example, they display 'wow' moments to celebrate children's success. Staff work closely with children's families and provide supportive relationships so that children settle well. Children have strong relationships with staff and each other, and feel safe and secure. Staff provide consistent routines that children understand and which meet their needs. Children develop independence and learn to manage their own needs. For example, they learn to wash their hands without prompting before eating, and they practise dressing skills, such as putting on and doing up coats, during role play. Children play outdoors in the fresh air and take part in exercise to promote their good health.

### Outcomes for children are good

All children make good progress from their starting points. They develop a range of skills for their future learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY308187
<b>Local authority</b>	Kent
<b>Inspection number</b>	1008200
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Happy Faces Pre-School Limited
<b>Date of previous inspection</b>	27 February 2015
<b>Telephone number</b>	01732 368823

Happy Faces Pre-school registered in 2002. It operates from three rooms in a mobile classroom in Tonbridge, Kent. The pre-school is open each weekday from 8.30am to 3.30pm, term time only. There are 11 members of staff employed to work with the children. All staff hold recognised early years qualifications at level 2 or above, including one member of staff with an early years degree and one with Qualified Teacher Status. The pre-school receives funding to provide free early education for children aged two, three and four years.

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