

Happy Day Pre-School

Ivy Lane Primary School, Ivy Road, Chippenham, SN15 1HE



Inspection date

Previous inspection date

25 January 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Management and staff reflect well on the quality of the provision. They value the views of parents and children to identify areas for improvement.
- Management and staff work well to support children and their families. They work in effective partnerships with other agencies to support children's additional learning needs.
- Children are keen and enthusiastic learners and make good progress.
- Children behave very well. They show respect and consideration for others, take turns and share. For example, they have a strong understanding that they may need to wait for their turn when, occasionally, there are not enough resources for everyone.
- Staff help children feel safe, secure and supported so that they grow in confidence to explore and learn.

It is not yet outstanding because:

- Staff do not always make the most of daily routines to provide opportunities to introduce new vocabulary and ideas to children, to support their learning as fully as possible at all times.
- Staff do not obtain information from parents on what children can already do when they first start, in order to identify their starting points and to plan for and track their progress from the very beginning.

What the setting needs to do to improve further

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

- make the most of everyday routines to provide opportunities to introduce new vocabulary and ideas to children, to support and extend their learning as fully as possible at all times
- strengthen partnerships with parents further to gather more information about what children can already do when they first start, to identify starting points for children's learning and track their progress from the beginning.

Inspection activities

- The inspector observed staff and their interactions with children during play and learning activities, and viewed the play areas and resources.
- The inspector held discussions with the manager, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, self-evaluation, children's observation, assessment and planning records, and documentation linked to monitoring children's progress.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have training so they are confident in child protection issues. They know the procedures to follow if they have concerns about a child's welfare. Management follows robust recruitment procedures to ensure staff are suitable. There are effective processes to help new staff to become familiar with their role and to understand their responsibilities. The manager has regular support meetings with staff to identify any training needs. The well-qualified staff have frequent training to update their professional knowledge. This has a positive impact on children's learning outcomes. For example, staff have made changes to the environment to support children to make more independent choices in their play. The manager monitors data on children's ongoing progress. Any gaps in their learning are easily identified and children quickly receive the support they need to catch up.

Quality of teaching, learning and assessment is good

Staff complete regular assessments of children's achievements so they can plan for their future learning. They have a good understanding of how children learn and plan activities to promote their individual needs. Staff skilfully follow children's lead in play and they extend children's learning. For example, when children were enthralled hunting for minibeasts, staff introduced new words, such as 'camouflage', into children's vocabulary and clearly explained the meaning. Staff promote children's mathematical skills well. For example, children were encouraged to think about size, shape and positional language in activities with playdough and construction materials. Partnerships with parents are strong. Parents meet regularly with their child's key person and feel they are fully informed of their children's learning.

Personal development, behaviour and welfare are good

Children develop a strong sense of belonging. They feel safe and secure in the setting and this helps them to be very confident in meeting new people. Children are very independent. For example, they manage their own self-care routines, such as hand washing, and they pour their own drinks and help with tidying away. They show immense pride in their achievements. Children have daily opportunities to be outdoors and exercise. Staff support children well to realise the effects that physical activity has on their bodies. Children demonstrated great care and empathy for the creatures they found outdoors. For example, they discussed how scared the slug would be feeling and how they needed to take care until it returned to its home in the soil.

Outcomes for children are good

All children, including those with identified needs, make good progress. Children are confident and curious. Their opinions are valued and they remain engaged in activities for good lengths of time. They develop the skills they need for future learning and school.

Setting details

Unique reference number	EY476124
Local authority	Wiltshire
Inspection number	979415
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 5
Total number of places	18
Number of children on roll	29
Name of provider	Happy Days Pre-School Chippenham
Date of previous inspection	Not applicable
Telephone number	01249447373

Happy Days Pre-school registered in 2014. It operates from a building in the grounds of Ivy Lane Primary School in Chippenham, Wiltshire. It is open each weekday from 8.45am to 2.45pm Monday to Friday, term time only. The pre-school is in receipt of funding for the provision of free early years education for children aged three and four years. There are six members of staff working regularly with the children; of these, one has an early years qualification at level 6 and five hold qualifications at level 3.

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