

# St Ann's Happy Hands Pre-School



Happy Hands Pre School Nursery, McIntyre Road, Stocksbridge, Sheffield, South Yorkshire, S36 1DG

<b>Inspection date</b>	11 May 2016
Previous inspection date	21 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff have extremely high expectations of children and themselves. They use precise observations to assess children's development and identify challenging next steps in their learning. Children make rapid progress in their learning and development.
- Children form dynamic relationships with staff. They are extremely happy and settled and their behaviour is excellent. Staff are marvellous role models for children, demonstrating polite, friendly and patient behaviour. Children are incredibly helpful, respectful and caring towards each other.
- Staff are extremely skilled at teaching children about diversity. Children gain a wonderful awareness of cultural festivals and have an excellent understanding of similarities and differences between themselves and others.
- Children make excellent progress in their communication and language skills. Staff take full advantage of children's eagerness to talk about familiar people and experiences from home, in order to build their self-esteem.
- Staff are highly enthusiastic and work as a strong team to provide rich, varied and imaginative learning experiences for children. The manager makes excellent use of staff meetings and supervision. Staff maintain high levels of continuous professional development to consistently ensure the quality of teaching is kept to an outstanding level.
- Staff work extremely successfully with other professionals to ensure children who have special educational needs or disability make significant progress in their learning and development.

## What the setting needs to do to improve further

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

- evaluate the impact that the proposed changes to strengthen the monitoring of children's progress has on the learning of children in the pre-school.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Ruth Moore

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The manager, committee and staff demonstrate a clear vision and an uncompromising drive to achieve high quality in all aspects of the pre-school. The arrangements for safeguarding are effective. Staff have a thorough understanding of the robust policies and procedures that are in place to protect children from harm. They are extremely secure in their understanding of the signs and symptoms of abuse and neglect and how to report a concern about a child. Robust risk assessment procedures are followed on a daily basis. This helps staff to keep children extremely safe and manage risks appropriately. The manager's evaluation of the pre-school is sharply focused, extremely accurate and highlights plans to strengthen monitoring systems even further. For example, she has identified the potential to further analyse the achievement of different groups of children at the end of their first term in school.

### **Quality of teaching, learning and assessment is outstanding**

Meticulous planning for each child provides wonderfully exciting and fun activities. Children solve problems together and thoroughly enjoy working with each other as they build brick towers to investigate the concept of height. Partnerships with parents are extremely successful. Parents contribute fully to the initial assessment of their child's learning through home induction visits. They receive consistent progress reports and share information about activities they continue with their children at home. Children delight in showing videos they have made with their family of the take-home bear going on outings with them to local attractions. In addition, parents are invited to induction workshops and stay-and-play sessions to find out more about how their children learn.

### **Personal development, behaviour and welfare are outstanding**

Children enjoy secure attachments with staff. Care routines are fully tailored to their individual needs. Children play in a rich environment that is extremely well resourced. They have many opportunities to explore the highly imaginative outdoor spaces that are supplied with exciting equipment and a wide variety of textures. Children are fascinated when investigating snails and plants with magnifying glasses and discovering how caterpillars turn into butterflies. Staff are truly dedicated to helping children prepare for school. Children have innovative opportunities to become familiar with their new schools before they move. They take part in making their own change bags and information sheets about their visits to their new classroom. Children are happy, relaxed and show high levels of confidence.

### **Outcomes for children are outstanding**

Challenging experiences provide children with excellent opportunities to develop their own ideas, listen and concentrate. They are very keen to participate in all activities and are confident in their independent play. Children, including those in receipt of funding, make outstanding progress in their learning and development from their starting points. They are developing excellent social and physical skills in preparation for their future learning and the move to school.

## Setting details

<b>Unique reference number</b>	300932
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	854987
<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>	25
<b>Number of children on roll</b>	25
<b>Name of provider</b>	St Ann's Happy Hands Pre-School Committee
<b>Date of previous inspection</b>	21 June 2011
<b>Telephone number</b>	01142 886 262

St Ann's Happy Hands Pre-School was registered in 1999. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds a qualification at level 5 and one holds early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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