

# Be Happy Preschool

Stoke Road, Slough, SL2 5AS



<b>Inspection date</b>	23 May 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders do not fully meet the learning and development requirements. While they share some useful information with parents about their children's achievements, they do not complete the required progress checks for all two-year-old children.
- Leaders do not effectively monitor the arrangements staff use for assessing and observing children who may need additional support, to ensure all children make good progress.
- Staff do not consistently plan a range of opportunities to encourage children's understanding of everyday technology, to extend their growing understanding of the modern world.

### It has the following strengths

- Staff are attentive to children during their activities. Clear expectations and boundaries help ensure children's good behaviour.
- Children's good health is effectively promoted. They enjoy healthy snacks, develop their independence and learn about good hygiene routines.
- Staff have a secure understanding of how to safeguard children. They implement secure working practices to promote children's health, safety and well-being.
- Leaders and staff use self-evaluation to review practice and set targets for improvement. This helps set clear expectations for staff, particularly for children's health and well-being.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ provide parents with the required written summary of their child's progress in the prime areas when they are aged between two and three years	10/06/2016
■ ensure information gained from assessments is used effectively to plan, address and meet all children's individual learning needs, including those who need more support to make good progress.	10/06/2016

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

- strengthen opportunities for children to explore ways of using information and communication technology, to extend their learning about the world they live in.

### Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the assistant manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled relevant documentation including, children's learning records, planning, a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and the director, and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager monitors children's progress, but has yet to ensure staff complete the required written progress check for all children between the ages of two and three years and share this information with parents. Safeguarding is effective. Staff are aware of their responsibilities and the procedures to follow if they suspect that a child is at risk of harm. Leaders are effective in ensuring staff are suitable and understand their roles. They complete staff supervision meetings and are supportive in identifying staff training needs to build on their professional development. Staff establish partnerships with local schools, which help them to ensure children experience a smooth transition when the time comes. Staff have established effective ways to provide parents with day-to-day information about their children to build upon their children's learning.

### **Quality of teaching, learning and assessment requires improvement**

Staff record their observations as children play. However, leaders do not analyse children's progress closely enough to identify when some children are at risk of not achieving as well as they could. This means that support is not always put in place at the earliest opportunity to enable every child who requires additional support to make the best possible progress. Staff encourage children to explore and make marks while developing their pencil control. Children have suitable access to a variety of writing equipment. Children are curious and imaginative. They discover how things fit together and work, for example as they play with construction and small toys. Most-able children confidently talk with their friends and staff about events at home.

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

Children show that they feel safe and are growing in confidence. They are keen to explore and curious about the world around them. Children have good opportunities to play outdoors, where staff organise themselves well to support children's learning. Children enjoy playing together, such as preparing imaginary meals in the 'mud kitchen' area, and kicking balls to their friends. Staff supervise children well and they complete daily safety checks to ensure children play safely. Staff help children learn about safe risks and dangers, such as through everyday activities and discussions. Staff provide a good range of opportunities for children to reflect on and value their diverse backgrounds. They teach children about respecting differences and to treat others fairly.

### **Outcomes for children require improvement**

Children do not achieve the learning they are capable of because additional support is not effectively identified or put in place to help all children make good progress. Nevertheless, children basic skills, such as develop confidence and their physical skills and abilities, which prepares them effectively for their continuing education.

## Setting details

<b>Unique reference number</b>	EY488789
<b>Local authority</b>	Slough
<b>Inspection number</b>	1014021
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Be Happy Childcare Services Limited
<b>Registered person unique reference number</b>	RP905143
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07459 943353

Be Happy Childcare Services Ltd is a private provision registered in 2015. The pre-school is located in St Pauls Church in Slough, Berkshire. Sessions run from 9am to 3.30pm with the option of a lunch club, Monday, Tuesday, Thursday and Friday and from 9am to 12pm on Wednesday, during term time. Of the eight staff who work with the children, seven hold relevant qualifications at level 2 and 3. In addition, the manager holds the International Montessori Diploma and she has achieved qualified teacher status. The provider is in receipt of funding for the provision of free early education for children aged two, three, and four years.

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