

<b>Inspection date</b>	8 September 2016
Previous inspection date	Not applicable

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

- Staff are vigilant, well deployed and adult-to-child ratios are well maintained. Children are safe and well cared for. Staff undertake daily thorough checks of the premises and resources.
- Staff use observations of children's achievements to identify the next steps in their development. Children are making good progress in their learning.
- Staff provide a friendly, welcoming and well-resourced environment. Children demonstrate that they are settled and comfortable in their surroundings and move around the room at ease.
- Children behave well and are thoughtful towards others. Staff are very positive role models. They help children to take turns, share their toys and other resources, and to work collaboratively.
- The provider and staff work closely with parents. They provide them with regular information about their children's progress and how they can complement their learning at home.

### It is not yet outstanding because:

- Systems for staff's professional development are not yet highly successful in helping staff to achieve outstanding practice.
- Systems for analysing the progress made by different groups of children are still being developed.
- Occasionally, children's play is interrupted by the organisation of daily routines.

## What the setting needs to do to improve further

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

- enhance staff's professional development, in order to increase the potential to deliver the highest quality provision for children
- build on the current arrangements for comparing the progress made by different groups of children, to increase the potential for them to achieve at their highest possible level
- improve opportunities for children to fully explore activities and resources without interruption so they can complete tasks to their satisfaction.

### Inspection activities

- The inspector spoke to a small group of parents during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school provider.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the pre-school leader and provider. She looked at relevant documentation, such as policies and procedures and evidence of the suitability of staff working at the pre-school.

### Inspector

Teresa Lester

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are fully aware of their role in protecting children from harm and they know the procedures to follow if safeguarding concerns arise. The provider follows robust recruitment procedures to ensure the suitability of the staff she employs. The provider and staff demonstrate a strong commitment to raising the good standards of care and learning for children. They regularly seek the views of children, parents and other professionals to make continuous improvements. Staff work well in partnership with a wide range of other professionals to provide continuity in care and learning. Parents receive regular information about how their children are progressing. Parents speak highly of the staff and the provision. They are appreciative of the care their children receive.

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

Children have good opportunities to investigate and explore their environment. Staff provide a wide range of stimulating resources and activities to engage children well. Children are able to make choices in their play. When they request water play, this is quickly provided by the staff. Children enjoy completing number puzzles and matching games. Children snuggle with staff as they read stories together. Children excitedly talk about their creations as they engage in a box modelling activity. Staff encourage the children to talk about their monster creations with googly eyes. Children confidently count how many eyes their monster has. Staff ask questions, listen and respond positively to children's ideas, in order to extend their learning further.

### Personal development, behaviour and welfare are good

Staff greet the children warmly as they arrive at pre-school. Children are welcomed into a safe, secure and caring environment. Staff have a good knowledge of children's individual needs and meet their care routines effectively. Staff effectively promote children's good health. Children enjoy healthy snacks and regular access to outdoor play in the fresh air. Staff encourage children's independence well and support them to manage their own hygiene needs. Staff encourage children to learn about being safe and use everyday opportunities well. For example, they talk to children about why they need to walk inside and not run. Children develop an awareness of different cultures and lifestyles. They enjoy celebrating festivals from a range of cultures.

### Outcomes for children are good

Children are growing in confidence and are building friendships. They play and explore happily and are keen to learn. Children show pride in their achievements. They listen and speak confidently, and eagerly join in with group activities. Children learn about the lives of other people and to appreciate the differences and similarities between themselves and others. All children, including those who have special educational needs or disability, make good progress. They are well prepared for their future learning and are ready to start school when the time comes.

## Setting details

<b>Unique reference number</b>	EY494844
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1029517
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Vanessa Jarvis
<b>Registered person unique reference number</b>	RP514738
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07983726637

Happy Days was registered in 2016. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school operates during term time only. Opening times are on Monday to Thursday from 9am until 3.30pm and from 9am until 12.30pm on a Friday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disability.

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