

Happy House Playgroup

Spring Meadow, Leyland, Lancashire, PR25 5LX



Inspection date

7 December 2016

Previous inspection date

16 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 provider and her committed team show a strong focus and passionate drive to provide high-quality care and education for children. The well-qualified staff have an expert knowledge of how young children learn. Consequently, teaching across the nursery is good.
- Staff provide children with stimulating activities that promote their interest and cover all areas of learning. Children are happy and enthused in their learning. They demonstrate confidence in trying new activities and are motivated to learn.
- Staff promote children's independence extremely well and value all children equally. Children develop positive attitudes and respond well to the high expectations of staff. Children manage their feelings well and their behaviour is very good.
- Staff have robust relationships with parents, other professionals and primary schools in the area. They work together successfully to meet children's individual needs and provide additional support where needed. Staff are, overall, effective in their communication with parents and involve them in their child's learning.
- The provider and manager undertake robust self-evaluation which takes into account the views of staff, parents and children. This enables them to continuously develop and improve their service.

It is not yet outstanding because:

- Children's individual progress is tracked effectively. However, methods to monitor the progress of different groups of children are still in their infancy.
- Staff do not fully gather detailed information from parents about what children already know and can do when they first start at the setting.

What the setting needs to do to improve further

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

- continue to strengthen processes for monitoring children's progress that provide an overview of progress relating to different groups of children
- find out more from parents when children first start at the setting about what they already know and can do.

Inspection activities

- 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 provider.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff know how to identify any possible concerns about a child's welfare and report these to the relevant agencies. Furthermore, staff have attended training to support and strengthen their knowledge of safeguarding issues. Staff complete detailed risk assessments to ensure the premises and outdoor areas are safe for children. They maintain meticulous documentation, including accident records, to support children's well-being. Staff work well as a team. They have regular meetings to evaluate the effectiveness of their provision. They continuously reflect on their practice and the experiences they provide for children. Good use of training, coaching and supervision meetings, to develop staff's knowledge and experience, help to improve practice and outcomes for children.

Quality of teaching, learning and assessment is good

Staff are skilful at providing the right level of adult support and direction depending on the individual ability and stage of development for each child. This allows children to benefit from the activities on offer and make good progress. Staff regularly observe children and effectively use these observations to plan individual next steps in their learning. They encourage children to make marks with a variety of tools and encourage their early counting skills during their play and daily routines. Staff support children's developing language skills. They introduce new words, ask questions, use repetition and help children to build sentences. They encourage them to explain and describe what they are doing. Children concentrate and persevere in tasks. For example, they enjoy creating pictures using a variety of media and different tools, developing their skill in using scissors. Children weave ribbons to make baubles and work out how to complete their chosen jigsaw independently.

Personal development, behaviour and welfare are good

Children settle extremely well and separate from their main carer with ease. They are happy and confident and eagerly seek out staff and their friends on arrival. The very effective key-person system helps to ensure children develop secure attachments with staff and are emotionally secure. Staff use praise effectively, which helps to promote children's self-esteem. Children understand the importance of good hygiene practices and skilfully attend to their own care needs. They have plentiful opportunities to develop their physical skills. For example, they participate in sport sessions and enjoy using the outdoor area.

Outcomes for children are good

All children, including funded children and those who have special educational needs or disabilities, make good progress in their learning. They develop a range of skills that supports them in readiness for school. For example, they learn to be polite, considerate, share and take turns. They are advancing their listening skills and are able to communicate their needs. They play alongside each other and strengthen their social skills.

Setting details

Unique reference number	309328
Local authority	Lancashire
Inspection number	1063964
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	26
Number of children on roll	38
Name of registered person	Jennifer Anne McMahon MBE Bahons
Registered person unique reference number	RP512196
Date of previous inspection	16 October 2013
Telephone number	01772 462 420

Happy House Playgroup was registered in 1992. It is situated in Spring Meadow Community Centre, Clayton-le-Woods, Chorley. The nursery employs five members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The provider holds early years teacher status. The nursery opens Monday to Friday, for 50 weeks of the year, from 9am until 3pm, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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