

Happy Days Pre-School

Nettlebed Community School, High Street, Nettlebed, Henley-on-Thames,
Oxfordshire, RG9 5DA



Inspection date	28 April 2017
Previous inspection date	9 March 2015

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

- Staff closely observe children's play. Overall, they plan a broad learning environment with opportunities for children to explore, discover and learn new skills. Children make good progress from their starting points.
- Parents praise the staff and comment that they are fully involved in children's learning. For example, staff share regular information on children's progress and helpful guidance on activities to do at home.
- Children develop a good understanding of nature and living things. For example, they know where to collect water for their growing vegetables and have a genuine interest.
- Staff effectively support children's language development. For example, children welcome staff into their play and they skilfully use this opportunity to encourage interesting conversations with children. Children confidently express themselves.
- The manager and staff build highly effective relationships with other settings children attend, helping children experience a coordinated approach to their needs.

It is not yet outstanding because:

- On occasion, during group activities, staff do not take into account each child's learning needs, such as the ability to listen and concentrate.
- Staff do not build on children's early reading skills. For example, they do not help them to recognise familiar words and understand that print carries meaning.

What the setting needs to do to improve further

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

- review group activities to take account of children's differing abilities and levels of concentration, to provide the best possible learning opportunities for each child
- enhance children's early reading skills to help them recognise familiar words and understand that print carries meaning.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector

Jane Franks

Inspection findings

Effectiveness of the leadership and management is good

The management committee is committed to the success of the pre-school. It understands its roles and responsibilities and implements robust recruitment procedures for staff and new committee members. Safeguarding is effective. The manager and staff have a good understanding of safeguarding procedures and child protection issues. The manager evaluates the quality of the provision well and this helps to improve outcomes for children. For example, she has introduced new assessment systems which help staff to monitor children's progress more effectively. The manager frequently meets with staff to celebrate good practice and to make plans for them to develop their skills further. For example, she provides help and guidance for staff working towards new qualifications.

Quality of teaching, learning and assessment is good

Staff provide children with good opportunities to practise new skills and encourage children to follow their own ideas. For example, children learn how to pedal their tricycles, proud of their achievements. They climb up walls and move through tunnels with energy and motivation. Staff continually support and praise children and they experience lots of success. Children play well together and staff skilfully use this opportunity to teach children how to develop their imaginations. For example, children have great fun being teachers and confidently act out different scenarios. Staff develop children's knowledge of shape and size and other mathematical concepts well. For example, children explore construction resources and learn to group them into colour, shape and size.

Personal development, behaviour and welfare are good

Staff take pride in helping children to settle into the warm and friendly pre-school. They are very caring towards children and are responsive to their needs. Children feel settled and secure. For example, they hop into the pre-school and greet their friends and staff with real fondness. Good links with the on-site school help staff to prepare children for the next stage of their learning. The manager considers the views of the school, staff, parents and children and uses improvement plans to benefit children. Staff are good role models and gently remind children of their high expectations. Children behave well, listen to their friends and show kindness and consideration to others.

Outcomes for children are good

Children are eager to learn and explore. Even the youngest children are confident at getting ready to play outdoors. For example, they know where their coats are and eagerly put them on. Children enjoy activities that help them to develop early writing skills. For example, they work together to draw arrows and make a one-way track for their friends. Children develop the skills they need ready for school.

Setting details

Unique reference number	EY332584
Local authority	Oxfordshire
Inspection number	1092692
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	2 - 4
Total number of places	24
Number of children on roll	29
Name of registered person	Happy Days Preschool Committee
Registered person unique reference number	RP526188
Date of previous inspection	9 March 2015
Telephone number	01491 642936

Happy Days Pre-School registered in 2006. The pre-school operates from the grounds of a school in Nettlebed, in Henley-on-Thames, Oxfordshire. The pre-school is open Monday to Friday from 9am to midday and 12.15pm to 3.15pm, during school term time. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. Five members of staff work with children. Of these, three staff hold relevant qualifications at level 3 and one at level 2.

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