

Inspection date

17 May 2017

Previous inspection date

19 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 observe and assess children's progress consistently and accurately. They provide well-targeted activities that help all children make good progress in relation to their starting points.
- Staff provide a wide variety of innovative resources that children enjoy exploring and investigating, such as locks, bolts and netting used for threading ribbons and material.
- Children settle easily and form strong emotional bonds with adults. They form good friendships and happily play with their friends. Children share toys and work together well, for example, when making necklaces with construction materials.
- Staff communicate well with parents, external agencies and others involved with individual children. There is a good exchange of information which helps to ensure that all children receive consistent care and education.
- Following the previous inspection, the management team implemented effective strategies that have helped to build on staff's teaching skills. For example, now all staff skilfully question children, giving them time to think and share their ideas.

It is not yet outstanding because:

- Staff have not fully developed opportunities for children to increase their awareness of diversity and the variety of languages and cultures represented in the setting.
- Staff do not make the most of all opportunities to promote children's early reading skills.

What the setting needs to do to improve further

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

- extend opportunities for children to gain a greater understanding of the languages, cultures and diversity represented in the setting
- provide further opportunities for children to build on their early reading skills and learn that print carries meaning.

Inspection activities

- The inspector observed children's activities indoors and in the outdoor area.
- The inspector sampled children's records and other relevant documentation, including the setting's self-evaluation.
- The inspector held meetings with the deputy manager and other members of staff.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Alison Weaver

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team ensures that all staff are suitable to work with children and have an up-to-date understanding of safeguarding procedures. The team successfully monitors and improves staff's planning and their assessment of children. For example, when any emerging gaps in children's learning are identified, the management team makes sure that staff target those areas and narrow any gaps. The management team actively encourages staff to continue to improve their knowledge, for example, by attending further training. Following recent training, staff have reviewed and improved resources in the role-play area. Children now enjoy greater opportunities to engage in make-believe play and build on their imaginative skills.

Quality of teaching, learning and assessment is good

Staff make good use of their knowledge of children's interests at home and in the setting when planning activities to extend learning. They provide a wide variety of challenging learning experiences for all children. They encourage children to initiate play as well as providing more focused small-group activities that build on their learning, such as telling stories and discovering rhyming words. Staff successfully extend children's communication skills, for example, during group activities. They give children good explanations that increase their knowledge, for instance, of the natural world.

Personal development, behaviour and welfare are good

Staff are caring, friendly and form good relationships with children. They give particular care and attention to shy children, building their confidence well. Staff encourage all children to 'have a go' and praise them when they achieve something new. Staff successfully teach children how to stay safe, for example, when using scissors. They provide plenty of experiences that help to build on children's physical skills, such as indoor circle games and movement activities. Children enjoy healthy snacks and develop a good understanding of what is good for them to eat.

Outcomes for children are good

All children are well prepared for a successful move on to school, including those who speak English as an additional language. They listen well and have good social skills. Children are confident speakers who eagerly join in discussions and share their experiences. They have good mathematical skills, such as counting, understanding simple calculation and an awareness of size. Children are well motivated and enjoy learning. They show good levels of independence and manage their own personal care needs well. Children enjoy helping adults to do jobs, such as cutting up tomatoes and peppers for snacks and counting the number of plates needed.

Setting details

Unique reference number	EY360238
Local authority	Brighton & Hove
Inspection number	1093147
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	30
Number of children on roll	32
Name of registered person	West Hove Community Church Committee
Registered person unique reference number	RP910506
Date of previous inspection	19 March 2015
Telephone number	07719 024900

Happitots registered in 2007. The setting opens from 9am to 3pm on Monday to Friday, during school term times only. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting employs five members of staff, one of whom holds a childcare qualification at level 5. All other staff, including the manager, hold appropriate early years qualifications at level 3.

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