

# Happy Faces Pre-School

Coleshill Road, Atherstone, Warwickshire, CV9 1BN



## Inspection date

26 May 2017

Previous inspection date

14 May 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

- Children enter a vibrant environment. Their art work is attractively displayed, enabling them to talk about the activities they have enjoyed with their families.
- Children are enthusiastic and eager to begin their play. They are happy, settled and relaxed, and form good relationships with staff.
- Children are confident in the daily routine. They develop their independence skills and make informed choices. Children involve staff in their play and enjoy sharing their ideas.
- Children enjoy being physically active and are able to choose when they wish to play outdoors. They access a wide variety of resources that encourage them to move in different ways and develop their control and coordination.
- Staff take effective steps to ensure that children remain safe. Potential hazards are identified and minimised. Children develop an understanding of their own safety. For example, they regularly practise the fire evacuation procedures.
- Staff are knowledgeable about high-quality childcare and how children learn. They are committed to continuing their professional development and ensuring that children receive high-quality learning opportunities.

### It is not yet outstanding because:

- Information gathered from parents when children start, does not consistently include information about what their children know and can do.

## What the setting needs to do to improve further

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

- enhance the arrangements for gathering information from parents about what their children know and can do from the start.

### 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 spoke to staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff are enthusiastic and motivated to continually provide high-quality care and learning opportunities. Recruitment and selection procedures for new staff are robust and ongoing support is provided through appraisals, peer observations and team meetings. The arrangements for safeguarding are effective. Staff are knowledgeable about the procedures to follow if they are concerned about a child in their care. They work closely with agencies and other professionals involved in children's lives, and effective systems for communication are in place. Parents are delighted with the service provided for their children. They speak positively of the caring, helpful staff and value the information they receive from staff about their child's progress and development.

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

Children are highly motivated to learn. Staff actively encourage children to share their ideas and the things that interest them. This influences planning and enables children to explore and lead their own learning. Children's love of books is used to continually extend their learning. They are animated as they recall a story of a shark, confidently identifying and recreating models of the various fish in the story using materials, such as clay. Children develop good dexterity and use small tools with great control and coordination. For example, they use scissors to cut various materials, such as card and different coloured paper. They glue them together, making finger puppets of the different fish. Children then retell the story using the puppets they have made. Children's communication skills are supported extremely well. Staff are adept at asking children questions that encourage their thought processes and enhance their language.

### Personal development, behaviour and welfare are good

Children are supported to settle into the pre-school through a gradual settling-in process. Their likes, dislikes and care needs are discussed with parents and incorporated into the day. Snack time is a social occasion. Children understand the importance of washing their hands before they eat. They select the foods they would like and enjoy a wide variety of fresh foods and drinks that are freely available through the day. Behaviour is very good. Children understand what appropriate behaviour is and show kindness to their peers. Parents, generally, share things that their children have done at home. They record the information and place it on an achievements tree which staff share with the wider group of children during circle time.

### Outcomes for children are good

All children make good progress. They learn to recognise the letters that form their names and those of their friends. Children make marks and practise their early writing skills. For example, they make their own notes about the birds they can see in the pre-school garden. Children use and make resources to support their learning. For example, they use reference books to help identify different birds and create their own binoculars to help focus on the birds as they visit the garden. Children build confidence and the skills needed for future learning in readiness for the move on to school.

## Setting details

<b>Unique reference number</b>	200610
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1089851
<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>	28
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Happy Faces Pre-School Committee
<b>Registered person unique reference number</b>	RP524987
<b>Date of previous inspection</b>	14 May 2015
<b>Telephone number</b>	01827 718080

Happy Faces Pre-School registered in 1996. The setting is open each weekday from 9am to 12.55pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It employs four members of staff, all of whom hold appropriate early years qualifications at level 3.

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