

Happy Faces Pre-School

Frosthole Close, Fareham, PO15 6DD



Inspection date	19 June 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager is dedicated and ambitious. She is passionate about her role and leads her team well. Staff work extremely well together to create a happy environment for children.
- The manager and staff use self-evaluation effectively to improve. For instance, they have developed the outdoor area. They have focused on how they support physical play and develop children's writing skills for those children who prefer to learn outside.
- Staff use the key-person system to support individual children well, in particular when helping younger children to settle. Staff provide reassurance and comfort when needed, and children develop secure and trusting relationships with them.
- Staff use a broad range of activities to help build children's listening and attention skills. Older children develop good levels of concentration, and they persevere at tasks well. All children make good progress from their starting points.
- Staff work closely with local schools, to help children gain skills that prepare them well for their next stages in learning.

It is not yet outstanding because:

- Staff do not consistently use their knowledge of children's individual needs to plan precisely for their next steps in learning.
- Staff have not fully explored how to involve parents more meaningfully in their children's progress to strengthen partnership working and children's learning.

What the setting needs to do to improve further

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

- improve planning to focus more precisely on what children need to learn next, to help them achieve the best possible outcomes
- strengthen partnership working with parents to encourage them to actively contribute and support their children's learning and development.

Inspection activities

- The inspector spoke to staff, children and the manager at appropriate times, and observed activities in the indoor and outdoor play areas.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of the suitability of the staff team, looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of how to keep children safe, including what action they would take if they had concerns about a child's welfare. Rigorous recruitment and vetting procedures, including ongoing suitability checks, ensure staff are suitable to work with children. The staff team works well together. The manager monitors and supports her staff well and offers regular opportunities for staff to share ideas and discuss good practice. The manager regularly reviews the quality of the setting and children's progress. This helps to ensure outcomes for children continually improve. Staff are qualified and continually develop their knowledge and skills through regular training, to ensure the quality of teaching is consistently good.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They provide them with an interesting and stimulating environment, indoors and outdoors, to help motivate their learning. For instance, staff help children to make sun hats and teach younger children how to use pens and glue in their creative play. Children are eager to explore and engage enthusiastically in their learning. Staff help older children learn how to use technology resources purposefully in their play. For instance, they show them how to use touchscreen tablets to find out about where jellyfish live. Staff make regular observations and assessments of children's learning and monitor this well to narrow gaps in their learning.

Personal development, behaviour and welfare are good

Children develop strong relationships with staff, who get to know their individual needs well. Staff consistently promote children's independence, including when children first start at the pre-school. For instance, they teach them how to pour their own drinks and to recognise the importance of drinking regularly. Staff help children to learn about healthy lifestyles and the benefits of nutritious meals and snacks. For instance, a recent theme in the pre-school has helped children learn about the benefits of eating fruits or vegetables each day. Children excitedly show staff what they have brought in to eat at lunchtime. All children behave well and are polite and courteous. They play cooperatively and learn to value the needs of each other well.

Outcomes for children are good

All children, including those for whom the provider receives additional funding, make good progress from their starting points. Older children gain skills that help them prepare well for their future learning. For instance, they enjoy taking responsibility for hanging up their bags and hats, and recognise their written names as they find their pegs. Younger children develop their good physical coordination skills. For instance, they enjoy listening and following instructions in songs, as they gallop, skip and march together.

Setting details

Unique reference number	EY485718
Local authority	Hampshire
Inspection number	1010037
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	64
Name of registered person	Caroline Horne
Registered person unique reference number	RP514850
Date of previous inspection	Not applicable
Telephone number	01329 281447

Happy Faces Pre-School registered in 2015 and is located in Fareham, Hampshire. It is open Monday to Friday, from 9am to 3.30pm, during term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight staff working with the children. All staff hold appropriate early years qualifications at level 3. The manager holds a qualification at level 4.

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