

Happy Days Preschool

Weybridge Methodist Church, Heath Road, Weybridge, Surrey, KT13 8TB



Inspection date

Previous inspection date

29 June 2017

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 and staff are qualified, enthusiastic and work well as a team. They are skilled and offer appropriate support for each child in their care.
- Staff make regular observations and accurate assessments of children's progress, and successfully plan new opportunities to meet their individual learning needs. All children, including those who require additional support, make good all-round progress.
- Staff interact with children well and keep them happy and motivated in their play. Children engage in many interesting and well-planned activities that help them learn new skills and prepare them for school.
- Children develop secure relationships with caring staff. They settle in quickly and easily make new friendships with their peers. Children learn to negotiate with one another and behave well.
- Children become independent learners and enjoy making their own decisions.

It is not yet outstanding because:

- Although there are currently no two-year-olds attending, the manager and staff do not understand the requirement to complete a written summary of children's progress between the ages of two and three years, as required.
- Staff do not encourage parents as much as possible to share information about children's learning at home, to help provide greater continuity in children's learning.
- The manager does not use her self-evaluation effectively enough to identify further developments and raise the quality of the provision even higher to benefit children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|--|------------|
| ■ complete a written summary of children's progress between the ages of two and three years and share this with parents. | 31/10/2017 |
|--|------------|

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

- build on the partnership with parents and encourage them to share more information about children's learning at home, to enhance continuity in children's learning
- use evaluation more effectively to identify all areas for development and raise the quality of the provision to benefit children.

Inspection activities

- The inspector toured the premises, and looked at the range of toys and resources.
- The inspector observed activities and interactions between staff and children.
- The inspector completed a joint observation of an activity with the manager and together they evaluated the impact this has on children's learning.
- The inspector held a meeting with the manager, looked at some documentation relating to planning and children's records, and checked the evidence of staff's suitability to work with children.
- The inspector held conversations with staff, children and parents, and gathered their views about the setting.

Inspector

Katarina Hustava

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff fully understand their role in protecting children and know what actions to take if they have any concerns about their welfare and safety. The manager and staff thoroughly risk assess the premises to keep children safe and secure. The manager ensures that all children's records are kept confidential as required. She develops good working partnerships with other professionals to help appropriately support children's individual learning and development needs. The manager offers staff guidance and has effective arrangements in place to help them to continually develop their skills and knowledge. She builds on their interests in different aspects of early years practice, making good use of training and professional meetings. Recent training has helped staff to more-ably support children with language difficulties, helping them to become confident talkers.

Quality of teaching, learning and assessment is good

Staff promptly identify any gaps in children's learning and development, and plan effectively to help close the gaps. They regularly talk to parents about their children's progress at pre-school and agree the next steps for learning with them. Staff use the outdoor environment well to extend children's all-round learning and development. For example, children participate in races, play games, investigate and explore their natural surroundings. Staff communicate with children very well. They always allow children plenty of time to think and respond to their questions. For example, children eagerly talk about their recent visit to an aquarium as they create different sea creatures out of clay. Staff encourage children to confidently use programmable toys, understand directions and help them to count and solve problems during activities.

Personal development, behaviour and welfare are good

Staff are very responsive to their individual key children's needs. They are positive role models and have effective arrangements in place to manage children's behaviour positively. Staff help children to learn about the importance of how to lead a healthy lifestyle. For example, they encourage children to try different types of fruit during snack time and question children about healthy eating during sociable lunchtimes. Staff provide children with a good range of experiences to learn about different people in the community and the wider world, to support their understanding of diversity and values. For example, staff interact with children during play with small-world toys and together they talk about how important doctors are to help people feel better.

Outcomes for children are good

All children make good progress and learn skills that prepare them for school. They are independent and happily manage simple tasks themselves. Children enjoy using their imagination using the wide range of toys and resources available. For example, children pretend to sell pets in the pet shop, cook in their home corner and build a range of creations in their construction area. Children develop a love for books and recognise the letters in their name. They make marks and develop good early writing skills.

Setting details

| | |
|--|--------------------------|
| Unique reference number | EY485243 |
| Local authority | Surrey |
| Inspection number | 1001810 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 3 - 4 |
| Total number of places | 14 |
| Number of children on roll | 24 |
| Name of registered person | Maria Ann Franey |
| Registered person unique reference number | RP911571 |
| Date of previous inspection | Not applicable |
| Telephone number | 07894077408 |

Happy Days Preschool registered in 2014. The pre-school operates from The Methodist Church Hall in Weybridge, Surrey. It is open Monday to Friday from 9.15am to 2.15pm, during term time. The pre-school receives funding to provide free early years education for children aged three and four years. The provider employs five staff. One holds qualified teacher status and three staff, including the manager, hold a relevant qualification at level 3.

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