

Happy Days Under Fives

Barnham Broom Primary School, Norwich Road, Barnham Broom, Norfolk, NR9 4DF



Inspection date

Previous inspection date

22 September 2017

8 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Some members of the management committee have not provided Ofsted with the required information so all checks can be completed, to assess their suitability to be part of the registered body.
- Teaching is variable. Some staff do not plan opportunities which are precisely targeted to children's level of development or help them to progress well in their language development.
- Staff's monitoring of children's progress lacks rigour and precision. Some gaps in children's learning are not addressed at the earliest opportunity.

It has the following strengths

- Staff are enthusiastic as they join in activities with children. They follow children's interests to sustain their attention and level of engagement. Children enjoy the range of opportunities on offer.
- Staff develop effective partnership working with parents. They share information with parents about what children do in the pre-school. They work closely together to ensure they provide continuity in children's care and learning.
- Children behave well. They listen to staff's instructions and follow the rules and boundaries. They develop good social skills. They enjoy playing alongside their friends and learn how to share resources and take turns.
- Children build trusting relationships with staff. They respond well to children's needs. Children demonstrate that they feel safe and secure in the welcoming environment.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> provide Ofsted with the required information so that checks can be completed to confirm the suitability of all members of the management committee 	22/10/2017
<ul style="list-style-type: none"> ensure that all staff plan opportunities for children, which are tailored to their individual needs and pays particular focus to helping them achieve well in their language development. 	22/12/2017

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

- ensure staff's monitoring of children's overall progress is robust, accurate and leads to swift intervention where gaps in children's learning are identified.

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 with 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 two members of the registered body. She 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

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Some members of the management committee have not provided Ofsted with the required information so all of the suitability checks can be completed. However, they have all completed Disclosure and Barring Service checks. Those members of the committee who are not staff members do not have unsupervised access to children, and are not involved in the recruitment of staff. The recruitment procedures for staff are robust and checks are made on their continuing suitability to work with children. Safeguarding is effective. Staff fully understand their responsibilities to keep children safe. They have a secure understanding of how to report any concerns they have that a child may be at risk of harm. The newly appointed manager is enthusiastic and driven to improve the quality of the provision. She is supported by the committee to address weaknesses they have identified. New procedures are in place to support staff practice but have yet to be embedded to secure good quality teaching.

Quality of teaching, learning and assessment requires improvement

Some staff do not precisely target their teaching to children's needs. They complete assessments of what children know and can do but sometimes set unachievable goals for children, given their level of development. At other times, their planning does not challenge children enough. Some staff do not place enough emphasis on helping younger children to develop their language skills, such as beginning to put words together. Despite this, children engage well in the opportunities available. They learn to recognise colour, shape and number. Older children are enthusiastic to learn. They recognise different shapes in the environment and use them to build small structures. They use small tools, such as hammers to develop their physical skills.

Personal development, behaviour and welfare require improvement

Aspects of staff's planning are not precisely targeted to children's learning needs so that they experience suitably challenging opportunities. However, children are encouraged to be independent. They confidently move around the pre-school choosing what they would like to do. They use tongs to serve themselves fruit for snack. They maintain good levels of hygiene and practise their physical skills. Outdoors, children use large play equipment. They follow staff's rules to keep themselves and others safe. They learn how to manage risk. Staff explain to them about hazards, such as slippery surfaces when wet. Staff eagerly listen to children's stories from outside of the setting and praise them for their achievements. This promotes children's self-esteem and confidence.

Outcomes for children require improvement

Children do not make consistently good rates of progress in all areas of learning. Where gaps in their learning are identified, such as their language development, these are not targeted quickly enough to help children catch up with their peers. Despite this, children are keen and enthusiastic learners. They listen well to others and enjoy taking part in activities. All children gain basic skills in readiness for school.

Setting details

Unique reference number	254098
Local authority	Norfolk
Inspection number	1090368
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	15
Number of children on roll	14
Name of registered person	Happy Days Under Fives Committee
Registered person unique reference number	RP523990
Date of previous inspection	8 May 2015
Telephone number	01603 759656

Happy Days Under Fives registered in 1997. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, from 9am until 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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