

Happy Days Pre-School Playgroup

The Scout Hall, The Street, East Preston, West Sussex, BN16 1HU



Inspection date

19 October 2017

Previous inspection date

4 June 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The management has not ensured all staff have a thorough understanding of the 'Prevent' duty, to help them protect children from extremist views and behaviour.
- Although performance management arrangements are in place, these do not focus enough on helping all staff to reflect on and improve their already good teaching practice.
- The management does not use self-evaluation as effectively as possible, to focus more sharply on practices to safeguard and extend children's learning.

It has the following strengths

- Children are curious and enthusiastic learners. Staff provide a variety of interesting activities and experiences. All children, including those who are learning English as an additional language and those in receipt of additional funding, make good progress.
- Staff sensitively raise children's understanding of the needs of others. For example, children are actively involved in fundraising and sponsored events.
- Management carefully monitors adult-to-child ratios throughout the day. It deploys staff well, to ensure that they support and supervise children appropriately at all times.
- Staff work closely with parents and other professionals to meet children's individual development and learning needs. Staff support children and facilitate their learning well. They question children and respond well to their interests and ideas.

What the setting needs to do to improve further

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

Due Date

- improve staff's knowledge and understanding of the 'Prevent' duty and how to implement it fully. 19/11/2017

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

- develop the monitoring systems further to evaluate the impact of staff's practice and children's experiences more closely, to strengthen teaching and outcomes for children
- make better use of self-evaluation to focus more sharply on practices to safeguard and extend children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact it had on children's learning.
- The inspector took part in a joint observation with the manager.
- The inspector held discussions at appropriate times with the manager and staff throughout the inspection.
- The inspector met with the manager and checked evidence of the suitability of staff working with the children, and the setting's policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Shan Jones

Inspection findings

Effectiveness of the leadership and management requires improvement

The management and staff team understand their role in child protection and know the procedures to follow if they have concerns about a child's welfare. However, the managers do not monitor staff's knowledge closely enough to ensure that all staff fully understand how to protect children from extreme views and beliefs. This does not have a significant detrimental impact on children's well-being, as the managers have a good understanding of the reporting procedures. Safeguarding is effective. Management and staff make good links with other professionals involved in the children's development and care. They share developmental information to help provide good continuity of care and education for the children. The manager effectively monitors individual children's progress to close any emerging gaps in their learning and development successfully. This has led staff to enhance children's communication and language skills further during regular small, focused group activities.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of what children can do and plan activities that match their next steps in learning. This means that staff know children very well. Positive and skilful interactions from the staff motivate children to play and learn. For example, children have fun exploring dough, showing good control as they press and push it into shapes. Children learn to listen in a group and follow instructions. They use their imaginations well. For example, they act out real-life and imaginary situations. Staff encourage children's early literacy skills well and read stories interactively. For example, children are highly engaged as they identify their favourite food in a storybook.

Personal development, behaviour and welfare require improvement

Not all staff know how to identify and protect children from extreme views and beliefs. The breach in requirements has a minimal impact on the welfare of the children, as staff know to go to the manager for advice and to share concerns. Staff promote children's physical health and well-being effectively. All children have access to the garden throughout the day. They are physically active and use a variety of play equipment. Staff teach children how to keep safe. For example, as they cut and prepare snack together they talk about the need to be careful when cutting fruit.

Outcomes for children are good

Children thrive well in this lovely, caring and nurturing environment. They receive positive interaction from staff, who smile and speak in gentle, warm tones. Children are ready for the next stages of their learning and their move on to school. They develop their literacy skills well and enjoy using these during play. For instance, children give meaning to the marks they make, and enjoy identifying and creating letters and the sounds they represent.

Setting details

Unique reference number	113509
Local authority	West Sussex
Inspection number	1089109
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	30
Name of registered person	Carol Haddock
Registered person unique reference number	RP512962
Date of previous inspection	4 June 2015
Telephone number	07801563482

Happy Days Pre-School Playgroup is privately owned. It registered in 1992. The setting operates from a Scout hall, in East Preston, West Sussex. The pre-school is open Monday to Friday, term time only, from 9am until 3pm each day, except on Thursday when the pre-school closes at midday. The pre-school employs seven staff including the manager. Of these, one holds qualified teacher status and five hold early years qualifications at level 3.

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