

Happy Days Pre-School

Lagley Meadow Youth Centre, Douglas Gardens, Berkhamsted, Hertfordshire, HP4 3PE



Inspection date

Previous inspection date

30 November 2017

4 February 2014

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 demonstrate that they feel very happy and confident in this welcoming pre-school. They form warm and secure bonds with their key person. For instance, children excitedly run to them when it is time to spend small-group time with them.
- Staff plan interesting activities based on children's individual interests. For instance, children are inquisitive and express an interest in the construction of a nearby building which they safely view from their outdoor area. Children learn about how construction vehicles operate and use their vivid imaginations to recreate what they have seen using toy diggers.
- The well-qualified team of staff receives regular supervision meetings and has good training opportunities to consistently update their skills. Recent training has enhanced staff knowledge of using a wider range of visual resources to help children to express their emotions. Staff also visit other pre-schools to share good practice.
- Staff form very good partnerships with parents and involve them in every aspect of their children's learning. Parents receive detailed feedback about their children's good progress and the activities they have enjoyed. They appreciate how all staff know their children very well and create a warm nurturing environment for them to learn in.

It is not yet outstanding because:

- Staff do not consistently provide children with opportunities to solve problems during their play to develop their thinking skills further.
- On occasions, children are not always encouraged to use and care for their personal belongings and the play environment appropriately.

What the setting needs to do to improve further

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

- strengthen opportunities for children to solve problems and develop their thinking skills
- enhance the range of opportunities available for children to use and care for the play environment and their own belongings appropriately.

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 manager.
- The inspector held a meeting with the manager and the pre-school administrator. She looked at relevant documentation and evidence of the suitability of the committee members and staff working in the pre-school.
- The inspector spoke to a selection of parents and grandparents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff demonstrate a good understanding of how to identify any children who may be at risk of harm. They know the action to take if they have concerns about a child's welfare. For example, staff implement a strict password system in the event of parents not being able to collect their own children. The manager, committee members and staff are reflective and regularly evaluate the provision they offer. Their commitment helps them to drive forward identified areas for improvement. The manager thoroughly monitors children's progress, including specific groups of children. Swift action is taken to address any gaps in children's learning. Successful partnerships with staff at other settings that children attend effectively support their continuity of learning.

Quality of teaching, learning and assessment is good

All children are motivated and eager to learn. They engage in challenging activities with enthusiasm. For instance, they observe how the ice in the pot they have brought in from home changes in consistency when positioned near a warm radiator. They learn new words, such as 'defrost' and 'dripping' to describe what is happening. Children discover how their reflection changes as they look in special shaped mirrors. Staff skilfully promote children's listening and attention skills and interest in books. For example, as they read children their favourite books they make the experience interactive and use intonation in their voice. This immediately captures children's attention. Children concentrate for long periods of time in their chosen activities. They develop the small muscles in their hands to help prepare them for writing. For instance, they use scissors to snip cardboard and small tools to scoop up glue and drizzle over their hands and the pictures they have created.

Personal development, behaviour and welfare are good

All staff are positive role models. Children behave well and use good manners. They know the reasons why they follow a good hygiene routine. Staff effectively provide children with positive messages about the importance of a healthy lifestyle. Children experience a wide range of tastes as they eat traditional foods from different countries and exotic fruits. Staff ensure that children wear the appropriate outer clothing to keep them warm when playing outdoors. Children develop good physical skills, they push themselves along on scooters and jump high to pop bubbles.

Outcomes for children are good

All children make good progress in relation to their starting points. Children develop their mathematical understanding well. They count, create patterns from craft materials and sort toy bears according to their size. Children recognise their own name, link letters to their sounds and are beginning to write some letters. Children gain the necessary skills needed to help prepare them for their future learning.

Setting details

Unique reference number	EY464800
Local authority	Hertfordshire
Inspection number	1102544
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	29
Name of registered person	Happy Days Pre-School Committee
Registered person unique reference number	RP908662
Date of previous inspection	4 February 2014
Telephone number	07592730556

Happy Days Pre-School registered in 2013. The pre-school is situated in Berkhamsted, Hertfordshire. It employs eight members of childcare staff. Of these, six hold early years qualifications at level 3. The pre-school opens from 9.15am until 12.45pm on a Tuesday and from 9.15am until 3pm on Monday, Wednesday, Thursday and Friday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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