

# Happytots Pre-School

St. Hildas Church Hall, Stanwell Road, Ashford, TW15 3QL



## Inspection date

4 December 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 experienced manager and her staff work hard to create a welcoming and stimulating environment. Children confidently explore and are eager to learn.
- All children make good progress in relation to their starting points. Staff help them learn to be considerate to others and to play alongside each other. Staff are attentive to their needs and children have good relationships with them.
- The manager and her team work closely with parents and other professionals to support children who have special educational needs (SEN) and/or disabilities. They know children well and confidently use their preferred communication methods, such as sign language, to help them make connections in their learning.
- Parents are complimentary about the care and education their children receive. They say that their children love coming and that their learning, such as their speech, has developed since coming to the pre-school.
- The manager and her staff continually reflect on their practice and work with children. They identify areas to prioritise for continuous improvement. The manager includes parents' views to help drive improvements to meet children's, and their families', needs.

### It is not yet outstanding because:

- At times, the organisation of planned whole-group activities is too adult led and it becomes busy which occasionally leads to some children finding it hard to join in.
- The monitoring of different groups of children is not completed precisely enough to help raise children's outcomes even further.

## What the setting needs to do to improve further

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

- review and improve the organisation of adult-led routines and group sizes to help keep children meaningfully engaged and benefit fully from the experiences provided
- monitor the progress made by different groups of children more precisely to help target support and raise children's outcomes to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and during a walk outdoors. She assessed the impact of these activities on children's learning.
- The inspector looked at children's records and planning documentation. She also looked at evidence of the suitability of staff and a range of the policies and procedures.
- The inspector spoke with the staff team and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the impact of the teaching on children's learning.
- The inspector took account of the views of parents spoken to and from written feedback left with the manager.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know what to do if they are concerned about a child's welfare. They complete detailed risk assessments and rigorously monitor children's safety and welfare. Recruitment procedures are robust, and inductions and ongoing discussions help to ensure that staff continue to be suitable for their roles. The manager supports ongoing professional development and regular meetings take place to share knowledge gained from training. Staff have recently increased their understanding about how to support children's understanding of mathematical ideas. The manager and staff have established close relationships with parents and the local schools. Parents receive information about the setting's policies and practice, such as the complaints process. Staff share information with the staff at the schools children attend, to help support their move on to school.

### Quality of teaching, learning and assessment is good

Staff complete regular assessments, which are shared with parents and help to support children's learning at home. They work together to plan a range of activities which are based on themes and topics. Children's interests and experiences are linked into these. For example, children have fun playing with a texture which resembles snow. They use it to fill containers and in which to hide toy animals. Staff sit alongside children during their play and introduce new vocabulary to help extend their emerging language. They show children how to make marks and letters in the 'snow' and this supports their early writing skills. Children enjoy learning new songs to sing during special events which helps to support their communication skills.

### Personal development, behaviour and welfare are good

Staff carry out home visits to help get to know children and their families. They provide a flexible settling-in procedure and a key-person system is in place to help children feel secure. The manager and staff value the views of parents. Following discussions with them, they have reviewed their behaviour management procedures which has had a positive impact on children's self-esteem. Children receive lots of praise for tasks achieved. Their dietary needs are well known and they are encouraged to follow good hygiene routines and to lead a healthy lifestyle. Children learn to follow safety rules as they play. Outdoors, they have opportunities to practise their physical skills. They learn to manage risks, such as negotiating space to ride their bicycles.

### Outcomes for children are good

All children develop skills for their next steps in learning and school, when the time comes. Children concentrate for long periods and work together well. They solve problems, such as while they build construction models of their own choice. Older children count items during their play and they know simple calculation. Younger children show that they are developing independence. For example, they attempt to put on their own coats in preparation for playing outdoors. Children are gaining confidence, for example, most are confident to sing in large groups.

## Setting details

<b>Unique reference number</b>	EY547536
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1118680
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Tracy Jacqueline Malvasi
<b>Registered person unique reference number</b>	RP547535
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01784 243570

Happytots Pre-School registered in 2017. The nursery employs eight members of staff, five of whom hold early years qualifications at level 3. The pre-school is open Monday to Thursday from 9.15am to 3pm, and until 12.15pm on Friday, during term time only.

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