

# Happy Days Pre-School

Gadsad, Elson Road, Gosport, Hants, PO12 4EZ



<b>Inspection date</b>	22 January 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is well qualified and experienced. She works closely with her staff team who are successful in providing children with a positive learning environment.
- Children settle happily into the pre-school and develop good relationships with staff and with each other. Children are kind and considerate of one another and behave well.
- Staff receive effective coaching, supervision and support to enable them to continuously raise the standards of care and teaching. This has a positive impact on outcomes for children.
- Staff know their key children well and monitor their progress closely. Where staff identify gaps in children's learning, they swiftly plan for their next steps to enable them to catch up quickly. All children, including those with additional funding and those who speak English as an additional language, make good progress from their starting points.
- Staff help children to gain skills that prepare them well for their next stage in learning, including their move to school. For instance, children learn how to fasten their coats when going outside to play, they tidy away their plates after snack time, and gain good listening and attention skills during group activities.

### It is not yet outstanding because:

- Staff have not fully explored how to involve parents more meaningfully in their children's progress.
- Staff miss some opportunities that arise, to encourage older children to develop their writing skills even further.

## What the setting needs to do to improve further

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

- strengthen partnership working with parents, to enable them to consistently contribute and further support their children's learning and development
- help older children to develop their writing skills more consistently to enhance their literacy skills.

### Inspection activities

- The inspector spoke to staff, children and the manager at appropriate times during the inspection.
- The inspector observed children's play and staff interaction with children, and the impact this has on children's learning.
- The inspector took account of the views of parents, spoken to on the day of the inspection.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of the suitability of the staff team, looked at a selection of children's records, and discussed safeguarding procedures and the self-evaluation process.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

The pre-school is led well by the manager and her qualified staff team. They work together closely to evaluate the pre-school and identify how they can make improvements that benefit children's learning and care. For instance, staff have recently shared skills gained from training to improve how they use their observation and assessments to track children's progress more precisely. They use this information effectively to plan tailored learning experiences to build children's communication skills. Safeguarding is effective. Staff maintain a secure environment. They have a good knowledge of how to keep children safe from harm, including from extreme views or behaviours. Staff know what action to take if they have concerns for children's welfare.

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

Staff have a good knowledge of children's individual interests and plan activities which motivate their play. For example, children happily explore ice as staff talk to them about how to cut into the ice and explain how sunshine changes the ice to water. Staff help children gain good communication and language skills. They model new words and sounds, and make good use of tailored activities to build on children's speaking skills. For instance, staff use circle time to help children talk about favourite toys, as they take turns in explaining what they have brought to share. Staff make meaningful observations and accurate assessments of children's learning which are shared with parents regularly.

### Personal development, behaviour and welfare are good

Children settle happily and form strong bonds with staff, who support their emotional well-being effectively. Children concentrate well and express themselves positively during group activities. Children confidently move around the pre-school making independent choices in their play. They enjoy opportunities to gain fresh air and exercise in physical play activities. For instance, they play on scooters as they make their way around the tyres outside, navigating carefully around their friends. Staff teach children about positive behaviour and are good role models. Children show respect for their environment and for each other, and develop strong friendships with their peers.

### Outcomes for children are good

All children, including those for whom the setting receives additional funding and those who speak English as an additional language, make good progress from their starting points. Most achieve typical levels of development for their age. They develop a positive attitude to learning and are inquisitive and confident learners. Children enjoy a variety of opportunities to develop their imaginary play. For instance, they act out real-life experiences, such as visiting the shops and take turns in paying for what they buy. They develop their mathematical skills, such as when they match numbers with those they press on the till keypad. Children gain good physical skills in their creative play and confidently develop control of their small-muscle skills. For example, they learn how to cut out shapes using scissors, twist glue sticks and peel stickers as they make masks.

## Setting details

<b>Unique reference number</b>	EY495326
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1031354
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Sandra Suzanne Dugan
<b>Registered person unique reference number</b>	RP516326
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07951911411

Happy Days Pre-school registered in 2015 and is located in Gosport in Hampshire. The pre-school is open Monday to Friday from 8.45am until 3.15pm, during term time only. There are currently seven qualified staff, including the manager who is qualified to degree level. The pre-school provides funded educational places for children from the age of two years.

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