

# Happy Faces Pre-School

Ranvilles Community Centre, Oldbury Way, FAREHAM, Hampshire, PO14 3BN



## Inspection date

4 May 2018

Previous inspection date

16 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff are good role models for children. They are kind and polite, and remind children to use good manners. Staff praise children for their achievements, which helps children to develop good levels of self-esteem.
- Children learn as they play in a happy, relaxed and welcoming environment. Progress is good and staff monitor gaps in learning well to ensure children get the support they need to make progress.
- Staff support children who have special educational needs thoughtfully. They work closely with parents and outside agencies to share expertise and assess children's needs precisely. Children receive tailored individual support and make good progress from their starting points.
- The provider and pre-school coordinator effectively review and monitor the quality of staff practice as well as the provision. They have a good understanding of the strengths of the provision and areas for development, and use this information to set high standards and to drive improvements.

### It is not yet outstanding because:

- At times, some staff miss good opportunities to extend children's thinking skills and introduce them to new vocabulary within everyday learning activities.
- Staff have not developed strategies to include the use of children's home languages, where English is an additional language, to support children's understanding, learning and development even further.

## What the setting needs to do to improve further

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

- enhance all staff teaching skills further, to promote fully children's thinking and language development to its highest levels
- include opportunities for children learning English as an additional language to use their home language to enhance their understanding, learning and development even further.

### Inspection activities

- The inspector observed staff interacting with the children and assessed the impact on children's learning.
- The inspector held conversations with the provider, pre-school coordinator, staff and children throughout the inspection.
- The inspector completed a joint observation with the pre-school coordinator.
- The inspector reviewed a variety of documents provided by the provider.
- The inspector took into account the views of the parents during the inspection.

### Inspector

Sarah Denman

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The pre-school coordinator ensures that all staff are fully aware of the signs and symptoms that may cause concern. They are aware of the procedures to follow to safeguard children, including protecting children from extreme views and behaviour. Staff risk assess the environment to ensure children can play safely. The pre-school coordinator continually improves the quality of staff practice, for example, by organising relevant training and individual support to help raise the standards in teaching. Partnerships with parents are strong. Staff successfully involve parents in their children's learning. They invite parents to regular reviews and offer meaningful suggestions for activities to continue children's learning at home.

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

Staff provide a stimulating and well-organised environment, which makes children want to join in and develop their own play. Staff support children's early mathematics skills throughout their play. For example, they encourage children well as they spontaneously count and create spotty patterns on the boomerangs they are decorating. Staff support children well in their understanding of the natural world. For instance as they plant seeds, staff talk about seeds needing water and sunlight in to grow big and tall. Staff support children's language and communication skills effectively. For example, they reinforce the correct pronunciation of words and encourage children to attempt to repeat back the sounds they hear.

### Personal development, behaviour and welfare are good

Staff support children's independence well and promote their personal care skills. At snack time, for example, all children are encouraged to wash their hands prior to eating their healthy snacks. Staff help children to learn to consider their own health and well-being. For example, they reinforce the importance of applying sun cream and wearing their hats while playing outside, to protect them from the hot sunshine. Staff respect younger children's sleep needs. They recognise signals when younger children begin to tire, and they respond in a nurturing and compassionate way while ensuring all children are aware and considerate to the needs of others.

### Outcomes for children are good

All children make good progress. Children have plenty of opportunity to develop their early reading skills. For example, through the book-lending scheme, children enjoy taking books home to share with their parents. Children are developing the skills they need in preparation for school. They make marks with paint and chalks, developing the skills that help them to write. Children learn to recognise their names and the shapes that make the letters, and begin to attempt to write their names for themselves.

## Setting details

<b>Unique reference number</b>	EY347075
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1129771
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Caroline Horne
<b>Registered person unique reference number</b>	RP514850
<b>Date of previous inspection</b>	16 November 2015
<b>Telephone number</b>	07936842802

Happy Faces Pre-School registered in 2007. It is in Fareham, Hampshire. The pre-school is open from 9am until 3.30pm on Monday to Friday during school term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are seven staff working directly with the children and two staff members who are supernumerary. The majority of staff hold appropriate early years qualifications at level 3. The manager holds a qualification at level 5.

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