

Happitots Community Pre School



Chapel St. Leonards GM Primary School, Amery Way, Chapel St. Leonards, Skegness, Lincolnshire, PE24 5LS

Inspection date	4 July 2018
Previous inspection date	16 October 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

- The manager spends additional funding effectively to support children's individual needs and promote their learning at home.
- Staff observe and assess children's levels of learning. They identify what children need to learn next. Children are confident and make good progress in their learning.
- Staff are supported well through supervision meetings and are encouraged to extend their professional development. They attend training courses that help them to manage children's behaviour and to talk to them about their feelings.
- Recent changes to the garden provide children with more opportunities to develop their physical skills. The manager seeks the views of parents and has provided them with more information about their children's learning during the day from the feedback received.
- The manager and staff work well with the host school. They take children to use some of the school facilities and invite teachers into the pre-school to see the children. Key persons speak to teachers about children's individual needs.

It is not yet outstanding because:

- Staff do not gather enough information about children's prior learning and achievements from parents or carers when children first start, to plan precisely for their learning needs.
- Staff do not provide children with enough opportunities to learn about how they can keep themselves safe from risks when using electronic devices.

What the setting needs to do to improve further

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

- gather more information from parents and carers about children's prior learning and achievements to help staff plan more precisely for children's learning from the start
- strengthen opportunities for children to learn about how they can keep themselves safe from risks when using electronic devices.

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 management team. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and grandparents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work well together to promote good learning opportunities for children. The manager reviews the progress made by groups of children. This helps her to provide more opportunities for boys to develop their literacy skills. Children in receipt of funding make particularly good progress in all aspects of their development. Safeguarding is effective. Staff know their responsibilities to keep children safe. The manager works with other agencies to promote the safety and welfare of children. Staff ask parents to sign their children in to the pre-school when they arrive. They have measures in place to ensure that children leave at the end of the day with a suitable adult. This promotes their safety.

Quality of teaching, learning and assessment is good

Staff play alongside children and engage them in conversations, promoting good communication and language skills. They welcome children in the morning and use sign language to help them to understand some words they use. This helps children to learn about diversity. Staff provide children with experiences to help them develop their imagination. For example, children play with tea bags and tins of food. Staff read the label on tins, helping children to learn that print carries meaning. Children demonstrate good listening skills and follow instructions. Staff ask children to recall past events. They ask them if they can remember the movements and actions they did to a song. Staff have individual plans in place to support children who have special educational needs and/or disabilities.

Personal development, behaviour and welfare are good

Children arrive confidently and are keen to talk to staff about the objects and toys they bring from home. They make staff a card and wish them happy birthday. This demonstrates the close relationships children have with staff, showing that they are emotionally secure. Staff provide children with opportunities to learn about different occupations. They arrange for firefighters and police officers to speak to the children. Children use their equipment, such as the fire hose. Staff set behavioural expectations when they start activities with children. For example, they remind children to use listening ears, to promote positive behaviour. The manager and staff offer children healthy snacks. They help children to learn about how food is cooked on an open fire.

Outcomes for children are good

Children make good progress in their development and gain skills for future learning. They develop their physical skills when they move their bodies to music. Children wave their hands, move their hips from side to side and are keen to show staff how they can knock their knees together. Children are independent. For example, they serve themselves snack and wash their plate and cup afterwards. Children develop good hand-to-eye coordination when they transfer water from one jug to another, working together with their friends and demonstrating good social skills.

Setting details

Unique reference number	EY404904
Local authority	Lincolnshire
Inspection number	1105070
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	38
Number of children on roll	48
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	16 October 2014
Telephone number	01754 875186

Happitots Community Pre School registered in 2010. The pre-school employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one holds level 4 and three hold level 6. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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