

# Happygems Pre-School and After School Club



Slade Green & Howbury Community Centre & Library, Chrome Road, ERITH, Kent,  
DA8 2EL

<b>Inspection date</b>	3 July 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff supervision is not rigorous enough in identifying inconsistencies in practice. Furthermore, it is not used effectively to set clear targets for improvement to support staff to improve the quality of teaching and outcomes for children.
- Staff do not use the information gained from observation and assessment to identify gaps in children's development or to identify their next steps in learning effectively. As a result, children are not consistently provided with challenging and stimulating activities that support them to make good progress in all areas of their learning.
- Staff do not consistently build on partnerships with parents or work with parents in an appropriate way to ensure that they consider their views to strengthen children's learning.

### It has the following strengths

- Partnership working with professionals and other settings is well established to provide continuity in children's care and learning.
- The children are happy, settled and independent in the setting. For example, they pour their own drinks and young children feed themselves confidently.
- Managers provide support for children who have special educational needs. For example, for transitions from nursery to school.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ provide staff with effective supervision and coaching, and monitor their practice to raise the quality of teaching to a consistently good level to help improve outcomes for children	01/09/2018
■ use observation and assessment effectively to identify any gaps in children's development and their next steps in learning and to identify and plan challenging and stimulating activities to support all children, to help them make good progress in all areas of their learning.	01/09/2018

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

- strengthen partnerships with parents to build a more consistent approach to children's care and learning experiences.

### Inspection activities

- The inspector held meetings throughout the inspection with the manager. She carried out a joint observation.
- The inspector took into account the views of the parents spoken to on the day.
- The inspector looked at a selection of children's assessment files and discussed their progress with their key person.
- The inspector observed the quality of teaching during the activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at the relevant documentation, including evidence of the suitability of staff working in the pre-school.

### Inspector

Angela Colman

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff receive regular training and are aware of their roles and responsibilities to safeguard children. The provider has robust recruitment procedures in place. However, managers do not use staff supervision effectively to help improve the quality of teaching and outcomes for children. Staff deploy themselves well and maintain ratios effectively. Parents are very happy with the setting and the food provided. Parents share information confidently with the managers. However, ongoing partnerships with parents are not fully effective. Not all feedback from parents about their child's learning and development is acted upon consistently.

### **Quality of teaching, learning and assessment requires improvement**

Managers do not use their knowledge and qualifications consistently to drive improvement. Therefore, there are weaknesses in the quality of teaching and children's learning is variable. Nevertheless, children develop some early mathematics and literacy. However, staff do not effectively use what they know about children from their observations and assessment to ensure that every child makes the best possible progress. Consequently, staff do not consistently identify and consider children's next steps in their learning. As a result, resources appear limited and activities are not sufficiently challenging.

### **Personal development, behaviour and welfare require improvement**

Children have access to a range of outdoor play areas which supports their physical development. The indoor area is spacious for children to move around. However, staff do not provide a broad range of stimulating activities that keeps children motivated and interested during their play. Staff are caring towards children of different age groups. They support them to learn about the wider world and celebrate each other's differences. For example, children engage in cultural and religious festivals and activities. Staff are caring and approachable. Children are encouraged to manage their own basic hygiene by washing their hands after visiting the toilet and before snack and lunchtime.

### **Outcomes for children require improvement**

Assessments and teaching are not robust so that staff make sure every child makes the best possible progress. Staff do not consistently record children's starting points. However, children make sufficient progress, and most are working within the typical range of development for their age. Younger children are confident and independent. Children are appropriately prepared for starting school. For example, managers work in partnership with schools and parents so that children have an opportunity to build relationships before they start school.

## Setting details

<b>Unique reference number</b>	EY501607
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1055717
<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>	0 - 11
<b>Total number of places</b>	65
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Omobolanle Eniola Olatise
<b>Registered person unique reference number</b>	RP515918
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07807729720

Happygems Pre-School and After School Club registered in 2016. The pre-school is open from 7am to 6:30pm, Monday to Friday and the after-school club operates from 3.30pm to 6pm, Monday to Friday. The pre-school receives funding for free early education for two-, three- and four-year-old children. There are eight staff, including the owner. Of these, one holds a level 7 qualification, two hold level 5 qualifications, one holds a level 4, one holds a level 2 and three hold a level 3.

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