

Happy Days Pre-School Playgroup

The Scout Hall, The Street, East Preston, West Sussex BN16 1HU



Inspection date

31 October 2018

Previous inspection date

19 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- Good teaching and personalised learning experiences help all children to make good progress. Staff make detailed observations, accurately assess and regularly plan to meet children's needs, taking account of their interests.
- Transitions from home to the nursery are managed well. Settling-in procedures are tailored to the individual needs of each child and their family. Staff find out about children's established routines and follow these, promoting continuity of care.
- Children have daily opportunities to learn about leading healthy lifestyles. For example, they spend time outdoors in the fresh air, and grow fresh vegetables and fruit, such as potatoes, carrots and strawberries.
- Staff prepare children well for their eventual move on to school. For example, children gain good independence, such as finding their name card to register their attendance, managing their lunchbox and putting their coats on for outdoor play.

It is not yet outstanding because:

- At times, the enthusiastic staff team do not give children the time to have a go at working out problems by themselves.
- Staff do not work as successfully as possible with other settings that children currently attend, to increase the support more for children's learning.

What the setting needs to do to improve further

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

- support children further to develop their thinking, allowing them more time to have a go and work out problems by themselves
- strengthen partnerships with other early years provisions that children also attend, to support continuity of care and learning.

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 completed a joint observation with the provider and discussed the quality of teaching.
- The inspector met with the manager and checked evidence of the suitability and qualifications of staff working with children, policies, procedures, and the nursery's self-evaluation.
- The inspector spoke to staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day.

Inspector
Shan Jones

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Management and staff know how to identify when a child may be at risk of harm and what action to take. Recent training means that staff also understand how to identify and respond to children who may be at risk from extreme views or behaviours. Staff use procedures, including risk assessments, to keep children safe. Robust recruitment, vetting and induction systems are in place to ensure staff are suitable to work with children. Management evaluates the provision effectively and, with staff and parents, identifies areas for improvement.

Quality of teaching, learning and assessment is good

Staff provide a variety of interesting and stimulating activities to support individual children's learning needs. Children enjoy dressing up and play together cooperatively, creating their own imaginative play. For example, children cook food, care for babies and iron clothes. Staff get involved at appropriate times to model good language and effectively introduce new vocabulary and words into the conversation. The support in place for children who have special educational needs and/or disabilities is good. Robust intervention plans and external support ensure children achieve well.

Personal development, behaviour and welfare are good

Staff cultivate a strong partnership with parents. Parents know that staff understand their children very well. Staff provide good support for families for learning at home and toilet training. Staff extend children's experience of the wider community. For example, by inviting the post-delivery staff into the pre-school to raise children's awareness of their role. Children have formed positive relationships with staff, seeking them out to share their experiences. They quickly settle and enjoy their packed lunches, alongside their peers, before embarking upon the play and learning opportunities provided. Children have regular access to the outside space. They develop good physical skills, for example, by fitting and arranging balance beams to create an obstacle course to climb and balance on.

Outcomes for children are good

Children learn key skills in skills required for their future learning. They listen carefully to instructions and understand the behaviour expectations. Children choose what they want to play with and help tidy away when asked by staff. Older children recognise their names as they self-register and talk about how they link sounds to letters through rhymes and games.

Setting details

Unique reference number	113509
Local authority	West Sussex
Inspection number	10077397
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	31
Name of registered person	Haddock, Carol
Registered person unique reference number	RP512962
Date of previous inspection	19 October 2017
Telephone number	07801563482

Happy Days Pre-School Playgroup is privately owned. It registered in 1992. The setting operates from a Scout hall, in East Preston, West Sussex. The pre-school employs six staff, including the manager. Of these, one holds qualified teacher status and five hold early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm each day, except on Friday when the pre-school closes at midday. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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