

# Happy Faces Pre School Limited

Hectorage Road, Tonbridge, Kent TN9 2DS



<b>Inspection date</b>	21 January 2019
Previous inspection date	18 January 2016

<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 leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers are strong role models. They are passionate about continually improving outcomes for children and offering a high-quality provision. They regularly review their service to identify their strengths and areas of development.
- Children's imagination skills are fostered particularly well. For instance, some children enjoy narrating their own stories as they play with knights and castles in their role play area. Others collect mud from the digging plot to mix with water to create 'hot chocolate' and 'soup' in the mud kitchen.
- Children's behaviour is exemplary. They are highly confident as they explore their surroundings, indoors and outdoors, and demonstrate superb social skills. Children are extremely polite to one another.
- Children make good progress from their starting points, including those with English as an additional language. Staff use their observations and assessments to ensure that children who require any additional support are identified and work effectively with parents and speech and language professionals.
- Parent partnerships are effective. Staff regularly share information with parents about their children's development and encourage them to contribute. Parents speak highly of the pre-school. They praise the good communication and the support that they receive from the staff team.
- Occasionally, staff do not make the best use of opportunities to stretch and challenge older children during activities to develop their knowledge and understanding even further.
- Although partnerships with local schools are effective, sometimes staff miss opportunities to share information about children's learning and progress with other early years settings that children attend, to provide a more consistent approach to meeting their needs.

## What the setting needs to do to improve further

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

- make more effective use of opportunities that arise to stretch and challenge older children to develop their knowledge and understanding even further
- strengthen partnerships with other settings that children attend, to share information about their learning and development more consistently.

### Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the manager to look at a range of documentation, including policies, staff records, self-evaluation, recruitment and training and safeguarding procedures.

### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff keep their safeguarding training up to date and talk confidently about the procedures they would take if they had a concern about a child's safety or well-being. Systems for recruitment, induction and ongoing training are effective, and help to ensure that staff are suitable to work with children. Staff talk highly of the opportunities they are offered to attend a wide range of training courses. For instance, following training all staff use sign language to share key words in the children's routines to support children's understanding. Managers are keen to further develop the play experiences and activities available to children. For example, they attend a regular collaboration group with other settings to share ideas and best practice. Staff are motivated and enthusiastic about their roles. They work well as a team and deploy themselves effectively across the pre-school.

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

The indoor and outdoor areas are well organised, stimulating and encourage children to explore and investigate. Children are encouraged to pursue their own interests, indoors and outdoors. Children's mathematical skills are well supported. For instance, staff encourage children to count images in pictures and to count out the corresponding number of beads. Children listen carefully, before seeking out the correct number of beads and adding them to the peg boards. Communication and language skills are well supported. Staff are skilled at asking questions to encourage children to express their ideas. For instance, as children create their own images on magnetic boards, staff encourage children to describe their pictures to their friends. Children confidently talk about the 'squares' and 'rectangles', 'birthday cakes' and 'cars' they have created.

### Personal development, behaviour and welfare are outstanding

Staff know the children extremely well and are very nurturing. Effective settling-in sessions respect children's individual differences and support them to build exceptional bonds with staff. All children demonstrate that they feel safe and secure. They confidently enter the pre-school and quickly become engaged in activities. Self-care skills are exceptionally well supported. For instance, children are excited to independently peel fruits for one another at snack time and practise putting on shoes and coats for the garden. They concentrate for exceptional lengths of time as they practise dressing toy animals in a wide range of costumes, doing up buttons and putting paws through sleeves, before adding accessories. Children have extensive opportunities to play and learn outdoors. For example, they grow and harvest their own fruits and vegetables in the pre-school allotment for snacks and use the outdoor areas throughout the day.

### Outcomes for children are good

Children are developing the necessary skills for their future learning and the eventual move to school. All children develop good physical skills in the well-equipped outdoor area. For example, they demonstrate good control of their bodies as they balance on beams and persevere as they learn to throw balls into basketball hoops. Older children develop confidence in using a preferred hand and using a tripod grip to hold pencils and mark making tools.

## Setting details

<b>Unique reference number</b>	EY308187
<b>Local authority</b>	Kent
<b>Inspection number</b>	10073534
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Happy Faces Pre-School Limited
<b>Registered person unique reference number</b>	RP525579
<b>Date of previous inspection</b>	18 January 2016
<b>Telephone number</b>	01732 368823

Happy Faces Pre-School Limited registered in 2002. The pre-school is open each weekday from 9am to 3.30pm, term time only. There are 11 members of staff employed to work with the children. Ten staff hold recognised early years qualifications at level 2 or above. The pre-school receives funding to provide free early education for children aged two, three and four years.

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