

# Happy Stars Preschool

Rydens Grove, Hersham, WALTON-ON-THAMES, Surrey KT12 5RU



<b>Inspection date</b>	11 February 2019
Previous inspection date	28 June 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

- The ambitious manager regularly evaluates her provision. She invites parents, staff and children to share their views to help her to identify the strengths and areas for development.
- The manager and her staff are a strong team. They regularly observe children's learning and keep detailed records of their development. They effectively plan for the next steps in children's learning. Children are making at least the progress expected for their age and stage of development.
- Staff support children's early literacy skills well. For example, children enjoy writing Valentine's Cards before decorating them to send home to their families.
- Exceptionally effective settling-in arrangements by staff respect children's individual differences and emotional needs superbly well. This ensures that children build excellent bonds with their key person. All children demonstrate that they feel extremely safe and secure.
- Parents are made to feel very welcome and kept very well informed about their child's learning. For instance, staff share termly progress reports and invite parents to borrow literacy resources from the pre-school with their children to continue their learning at home.
- Sometimes, staff miss opportunities to develop children's mathematical skills further, so they learn about volume and capacity, use quantities, make simple calculations and solve number problems.
- Although the manager monitors the development of individual children, systems are not yet embedded sufficiently enough to close any identified gaps in learning and ensure the very best outcomes for all children.

## What the setting needs to do to improve further

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

- extend opportunities for children to develop their mathematical skills further, so they learn about volume and capacity, use quantities, make simple calculations and solve number problems in their play
- embed systems for monitoring the progress of individuals and groups of children to help raise outcomes to the highest level.

### 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 manager and her staff have an excellent knowledge of the safeguarding procedures and the steps they should take if they have a concern about a child's safety or well-being. Staff know the signs that indicate a child is at risk of abuse, neglect or being drawn into extreme ideas or behaviours. Arrangements for recruitment, induction and ongoing training of staff are effective. Staff have a good understanding of their roles and responsibilities. They attend regular staff meetings and the manager regularly shares changes to policies and procedures to keep their knowledge up to date. The manager has developed effective partnerships with local settings and schools to support children's move to school.

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

The quality of teaching is good and staff use their good knowledge of children's interests to plan enjoyable activities. Staff support children to use their imaginations particularly well. For instance, some children enjoy building multi-storey houses from construction bricks for their Tyrannosaurus Rex. Others show considerable kindness as they dress and feed their babies before settling them down for a story. Children are offered a wide range of opportunities to develop their hand control using different tools, indoors and outdoors. For instance, they enjoy moulding, cutting and making marks in play dough and filling plant pots with sand and artificial flowers. Staff support children's communication skills very well. For example, they encourage younger children to name the images they can see as they share story books. When playing, they model the correct pronunciation of words to develop children's understanding.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. They effortlessly take turns, share and help one another. Children are extremely happy and they play exceptionally well together. Staff are highly skilled at using strategies to help children overcome frustration, to achieve new skills and develop their concentration skills. This contributes greatly to children's high levels of self-esteem and confidence. Children demonstrate exceptional levels of concentration and perseverance. For example, they sustain interest in board games for prolonged periods and demonstrate excellent turn taking and sharing skills without prompting. As they pass the dice they tell one another 'your turn' and patiently await their throw. Children are offered excellent opportunities to learn about the world around them and the local community. For instance, parents are invited to share favourite stories in children's home languages. Children enjoy visits from the local emergency services to learn about safety and the 'lollipop person' to learn about road safety.

### Outcomes for children are good

Children develop the skills and knowledge for their future learning and to prepare them for school. For instance, they enjoy self-registering when they arrive in the morning and recognise shapes and colours. Older children learn to identify letters and write their name independently. Children happily share their ideas and communicate very well. Children are good problem solvers. For example, they carefully look at the puzzle box to work out the next piece they need to complete their picture.

## Setting details

<b>Unique reference number</b>	EY479557
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10076161
<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>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Happy Stars Preschool Limited
<b>Registered person unique reference number</b>	RP909825
<b>Date of previous inspection</b>	28 June 2016
<b>Telephone number</b>	07931 267863

Happy Stars Preschool registered in 2008 and re-registered in 2014. The pre-school operates in Hersham, Surrey. The pre-school is open between 9am and 3pm on Monday and Wednesday and between 9am and 12.30pm on Tuesday, Thursday and Friday, during term time only. The setting employs six staff, all of whom hold appropriate early years qualifications. The setting receives funding for the provision of free early education for children aged two, three and four years.

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