

Inspection of Happygems Pre-School and After School Club

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

Inspection date: 8 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Overall, children feel happy, settled and secure in the learning environment. Some children are independent and display positive attitudes towards learning. However, the manager and staff do not take prompt steps to make appropriate referrals for specialist support for children who have delayed speech, to help improve their language development. In addition, they do not fully involve parents in the assessment process to help them know what their children are learning and how they can support them. As a result, not all children are making consistently good progress across all areas of learning.

Generally, the manager and staff have high expectations for children's learning. They have improved their planning to ensure that children engage in exciting and challenging activities. This has had a positive impact on how children behave and learn. For example, on the day of the inspection, children enjoyed playing and sharing toys with their friends while role playing being a doctor or a police officer as part of their topic on 'people who help us'. This was extended with a creative activity where children made fingerprints and used magnifying glasses to identify and differentiate their prints from those of their friends. Children have many opportunities to build on their coordination and balancing skills. For example, they enjoy playing games with the aid of a parachute, riding bicycles, and mixing and stirring in the mud kitchen area.

What does the early years setting do well and what does it need to do better?

- The new nursery manager is committed to making improvements and raising standards in the setting. Despite her short time in the role, she has worked hard with staff to implement many positive changes. However, some of these changes are not fully embedded in practice to raise the overall quality of the provision to consistently good levels.
- Although the manager and staff have identified that some children would benefit from external specialist support to help address gaps in their communication and language development, they have not acted quickly enough to ensure that these children receive the support they need to help close the gaps. Consequently, not all children are able to use spoken language effectively to communicate their needs and ideas.
- Staff have not considered how they can actively engage parents in the assessment process to help them understand what their children need to learn and how they can support them further at home.
- Overall, the manager and staff provide a wide range of resources for children to explore and investigate. However, they have not fully considered how they can improve the range of books and literature available to children to enhance their love of reading and build on their literacy development.

- Generally, the manager and staff ensure that the curriculum is designed well to support children's learning. They use information from observation and assessment well to identify children's next steps in learning and plan activities to help children make good progress in most areas of learning.
- Children have formed secure bonds with staff and behave well for their age. Staff have implemented effective behaviour management strategies to help children learn what is acceptable and what is not. For example, they have introduced 'a calm corner' where children sit with an adult to reflect on and talk about their behaviour. This inventive idea has contributed well to how children manage their emotions and has minimised disruptions to their play and learning.
- The manager uses one-to-one supervisions and staff meetings to identify gaps in staff's knowledge and address their training needs. In addition, she regularly speaks to staff about how they are coping with their workload and supports them where necessary to help them carry out their duties effectively.
- Staff teach children to respect and value one another, providing resources and activities that reflect the diversity of children's backgrounds and their experiences. This helps children acquire essential skills for life such as appreciating and tolerating people who are different from themselves.
- Staff provide healthy meals and discuss the importance of eating healthy with the children. In addition, they allow children to access the garden frequently and engage in robust physical play to build successfully on their physical well-being.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a suitable understanding of the procedures to follow if they have any concerns about a child's welfare. This includes how to prevent and protect children from situations which may put them at risk of harm. They carry out regular checks of all areas of the premises to remove any potential hazards to children's safety. The manager ensures that there are enough adults working with children and deploys them well to supervise children's play and to help keep them safe. She ensures that required records relating to children, such as attendance and accidents, are kept to help promote children's welfare.

What does the setting need to do to improve?

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

	Due date
--	-----------------

<p>ensure that there are effective arrangements in place for seeking external intervention for children with special educational needs and/or disabilities and those who require extra support in their learning to help them make good progress.</p>	<p>09/01/2020</p>
---	-------------------

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

- strengthen partnerships with parents and provide opportunities for them to contribute to the assessments of their children's learning, to help build on the continuity in children's learning
- review and improve the organisation of resources, with particular regard to the book corner to help foster children's love for reading and build on their literacy development.

Setting details

Unique reference number	EY501607
Local authority	Bexley
Inspection number	10118854
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 8
Total number of places	65
Number of children on roll	29
Name of registered person	Olatise, Omobolanle Eniola
Registered person unique reference number	RP515918
Telephone number	07807729720
Date of previous inspection	18 July 2019

Information about this early years setting

Happygems Pre-School and After School Club registered in 2016. The pre-school is open from 7am to 6.30pm, Monday to Friday. 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 five staff. Of these, four hold appropriate early years qualifications at level 2 and 3.

Information about this inspection

Inspector

Josephine Afful

Inspection activities

- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector conducted a joint observation with the manager and held discussions about children's learning.
- A learning walk of the play and learning areas was conducted by the manager and the inspector.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with staff at convenient times.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020