

Inspection of Happy Stars T.M Preschool

Thundersley Methodist Preschool, Kennington Avenue, BENFLEET, Essex SS7 4BS

Inspection date: 14 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children happily enter the pre-school. They self-register, recognising their names on cards and confidently place these on a board. Children soon become engaged, freely choosing from the interesting activities available. Children's experiences are extended and enhanced when staff play alongside them. For example, they welcome adults into the 'hairdressers' and enjoy creating different styles.

Children are supported to explore their own emotions. For example, staff read expressively, engaging them in stories about characters who feel sad and lonely. Sensitive explanations build on children's understanding of facial expressions, such as smiles and raised eyebrows.

Children learn basic sign language to support their communication skills. They confidently talk about the pre-school rules and why these are important, for example why they should talk quietly and walk safely indoors. Children are clearly very familiar with routines and are exceptionally well behaved, speedily tidying up when asked.

Children play outside, practising various physical skills. They build with large blocks and carefully ride on cars and bicycles around a track. Children persevere, intent on aiming a basketball through a net or bouncing higher on the trampoline.

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

- The newly appointed manager prioritises staff's well-being and they agree that they feel valued. The setting is calm, and staff are respectful to the children and each other. Regular supervisions and team meetings are arranged to discuss concerns and contribute to a shared vision for the nursery.
- Children's uniqueness is celebrated and gender stereotypes are challenged. This creates an atmosphere of acceptance and diversity. Children have wonderful experiences. They express themselves with confidence when choosing from a wide selection of dressing-up clothes. Children learn about their local community, for example, on outings to the library and post office. Visits from the school crossing officer reinforce children's understanding of road safety. International recipes and packaging in the pretend kitchen help to reflect cultures from around the world.
- Key persons know the children extremely well. They regularly assess children's development, to identify any gaps in learning. However, systems for informing parents about their children's individual progress are less successful. Despite this, parents appreciate the two-way information-sharing and highly praise the staff, commenting that it is obvious that they love their jobs.
- Provision for children who require extra support is exceptional. Visual aids

support children to understand the pre-school routine, which in turn promotes emotional security. Staff carefully plan and adapt the environment, to ensure that all children have good experiences and opportunities. The pre-school's special educational needs coordinator works closely with key persons, recognising the importance of identifying any concerns quickly. She has a comprehensive knowledge of where to signpost families for advice and guidance.

- Mathematics is included in activities. Children scoop toy penguins from one container of water to another, counting how many there are. They also compare the penguins, talking about the differences between 'mummy' and 'baby' penguin. Children use a sand timer to support turn taking. They know that it is their turn when it runs out.
- Children benefit from meaningful small-group activities, focused on building listening and attention skills. They show good concentration as they follow rhythms and start playing instruments when they see a 'go' sign. When feeling a piece of material, children learn descriptive words such as 'stretchy'.
- Children's independence is fostered. They post their name card to indicate they are having a snack. Children select pieces of fruit and are prompted to choose how many pieces they would need to match a number displayed alongside. Children successfully use jugs to pour their own drinks.
- There are strong links with staff in other provisions children attend, promoting continuity of care and learning. Teachers from local schools visit the pre-school to get to know the children, easing their move to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff confidently describe possible indicators that may alert them to a child being at risk of harm. They understand the procedures to follow if they have any concerns about a child's welfare. This includes actions to take in the event of a child being exposed to extreme attitudes or behaviours. Staff know who to refer to in the case of an allegation against an adult working with children. The committee follows effective safer recruitment practice which contributes to children's safety. Checks are undertaken on all staff and committee members to provide evidence of their suitability.

What does the setting need to do to improve?

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

- build on the already good partnerships with parents to provide more specific information about their children's progress and development.

Setting details

Unique reference number	650157
Local authority	Essex
Inspection number	10072998
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	29
Name of registered person	Thundersley Methodist Church Committee
Registered person unique reference number	RP520416
Telephone number	01268 756 649
Date of previous inspection	11 March 2016

Information about this early years setting

Happy Stars T.M Preschool registered in 2000. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, during term time only. Sessions are on Monday and Wednesday from 9.10am to 2.50pm, and on Friday from 9.10am to 12.20pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The manager and a staff member showed the inspector how they organise the provision and the impact this has on children's learning.
- The inspector spoke to the manager, the provider, parents, staff and children at appropriate times during the inspection.
- The manager and the inspector carried out a joint observation of practice and assessed the quality of teaching.
- The inspector observed activities and interactions indoors and outside.
- A range of documentation was reviewed by the inspector, including staff's recruitment files, evidence of the suitability of staff and the safeguarding procedures.

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.

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