

Inspection of Happy Valley Pre School Brighton

58 Heath Hill Avenue, Brighton, Sussex BN2 4FH

Inspection date: 20 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy positive relationships with staff. For example, they all laugh with pleasure when children pretend they must be rescued from the tower by the staff.

Children enjoy playing in a safe and secure environment. The premises are checked daily to ensure resources and equipment are safe for children to use. Staff support children effectively to understand risk. For instance, children know that they must wait to use the climbing tower, if there are already children using it.

Staff successfully encourage children to share and take turns. For example, when playing a game, children patiently wait for their turn. Children hand cards to their friends saying, 'that matches your picture'.

Consistent behaviour management techniques help to support children's good behaviour. For example, staff explain to children that they must sit at the table to eat and not wander around.

Children with special educational needs and/or disabilities are given appropriate support to help them make progress. For example, staff use visual aids and sign language to support their communication skills. Families are referred to external professionals for further advice and support where this is necessary. The pre-school make effective use of additional funding. For instance, they fund additional external support for small group work to help support children with delays in communication and language.

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

- Staff have high expectations of children. They establish starting points, plan suitable activities, assess and monitor progress. Overall, children make good progress. However, sometimes, staff do not extend or adapt the activities to take full consideration of the abilities of all the children.
- Children can choose from a range of creative and imaginary activities. Often, children will link these to their own experiences. For instance, children were creating pictures of gardens and some chatted about their own outside spaces. Staff follow the interests of the children. For example, they pretend to wash up together in the home corner, sharing the cleaning materials. The children then decide they are going shopping and pretend to put the items through the scan.
- Staff use signs and symbols children recognise and act on. This helps to support their understanding of routines. Occasionally, children's independence and ability to practise everyday tasks or access the resources they need are not fully supported. For example, at lunch time, children are not given opportunities to serve themselves to further support their independence.
- Younger children delight in making noises with the musical instruments. They

show an interest in books and staff speak clearly, pointing out and naming common objects. This helps to support their growing vocabulary and developing pronunciation skills.

- Children's physical development is effectively supported. They have plenty of space to move around in and negotiate the space as they use the ride-on-toys. Children delight in climbing up the tower and sliding down the different sized slides.
- Staff encourage children to share and re-enact favourite stories. Children sit outside in shady areas to look at books. They point out their favourite characters. Inside, children talk about the story, 'We're going on a bear hunt'. They use the props to tell the story in sequence, demonstrating that they have remembered what they have learned.
- The manager is keen to make further improvements to her practice and benefits from professional support. She is undertaking further professional development to enhance her practice. The manager meets with her staff each term to discuss how they can improve their knowledge and skills for the benefit of the children.
- Staff have positive partnerships with parents. They are pleased with the regular updates they receive about their child's learning and progress. Parents say their children are happy and safe. They help establish children's starting points at the outset. Parents are grateful for the support they receive to help their child's learning at home, such as being able to borrow resources during lockdown.
- Staff have links with other settings children attend and this helps to support a consistent approach to children's learning and care.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a good understanding of the signs and symptoms that may indicate a child is at risk of harm, including radical and extreme views or behaviours. They know the procedures to follow and the people to inform, if they have concerns about a child's safety or welfare. Staff understand what to do if they are worried about the interactions of a member of staff with the children. The manager has a thorough understanding of how to recruit new members of staff and ensure they are suitable to work with children.

What does the setting need to do to improve?

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

- adapt and extend planned activities to consistently take into account the abilities and interests of the children
- strengthen the opportunities children have to practise everyday skills and access the resources they need, to support their developing independence.

Setting details

Unique reference number	EY558332
Local authority	Brighton and Hove
Inspection number	10190383
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 at time of inspection	0 to 4
Total number of places	36
Number of children on roll	43
Name of registered person	HAPPY VALLEY PRE SCHOOL BRIGHTON LTD
Registered person unique reference number	RP514721
Telephone number	01273 933754
Date of previous inspection	Not applicable

Information about this early years setting

Happy Valley Pre School Brighton registered in 2018. It is situated in Brighton, East Sussex. Funded places are offered to children of two-, three- and four-years of age. The pre-school is open from 8am to 5pm each day, all year round. There are six members of staff, five of whom hold appropriate childcare qualifications at level 3 or above.

Information about this inspection

Inspector

Jill Thewlis

Inspection activities

- This was the first routine inspection the provider received since the COVID19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation.
- The manager showed the inspector round the premises and explained the learning intent behind the activities offered.
- The inspector spoke to children, staff and parents at appropriate times. She took their views into consideration.
- During the visit, the inspector reviewed a number of documents relating to safeguarding, suitability and record keeping.
- Interactions between staff and children, both inside and out, were observed. The manager and the inspector jointly observed children's learning and discussed its impact.
- The safeguarding roles of the manager and staff were discussed with the inspector.

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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