

Inspection of Happy Days

Stafford Hall Community Centre, Hampton Court, Peterborough PE3 7LD

Inspection date: 24 September 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 are happy, contented and enjoy their time at the pre-school. They move around confidently and explore interesting playthings both inside and outside in the garden. Children feel secure in their surroundings and develop strong bonds with staff. They ask for help when needed and happily involve staff in their games. Children show their developing imaginations as they pretend to make telephone calls or use the home corner to prepare meals. They like trying new skills and persevere in their activities. For example, children try chopping real vegetables and make their own sandwiches for snack. Staff teach children to undertake tasks safely.

Children have plenty of opportunities to learn about their local community and the people who live there. They particularly enjoy visits to the park and other open spaces. Staff also encourage children to be outside as much as possible in the pre-school garden. Here, they explore many activities, including observing the wildlife and growing plants. Children practise their physical skills as they learn to safely climb steps or balance on the available equipment. Equally, children show good control as they handle small resources and operate taps on the water container.

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

- Parents speak very highly of staff and say that the pre-school has a 'friendly, welcoming vibe'. Parents report that lots of information is shared by staff regarding children's activities and progress. Equally, staff readily share ideas for learning activities that can be done at home. This was especially appreciated during the COVID-19 (coronavirus) pandemic when the pre-school was closed.
- Staff are skilled at supporting children's communication development. They assess children's abilities effectively and use gestures to support their spoken words. This is especially supportive for children who speak English as an additional language. Children who started pre-school using few words have quickly caught up and are very confident talkers.
- The supervisor and staff are dedicated and passionate about their work. They continually reflect on their practice and make improvements to support children's learning. Recently, staff have undertaken further training and embraced changes to their curriculum. This has had a positive impact on children's communication development and concentration levels.
- Staff have adapted well to the challenges of the COVID-19 pandemic and continue to place a high priority on everyone's health. Parents are not currently permitted into the pre-school, but most children leave their parents confidently at the door.
- Children behave well at the pre-school. They show kindness to one another and are learning to share and take turns. In moments of challenge, staff intervene

sensitively and, in this way, children learn what they can and cannot do. Children quickly learn new routines, such as tidying away snack time plates and cups. They are becoming independent in their self-care and are confident to make choices in their play.

- Staff assess children's learning effectively to ensure that all children can make the best progress possible. Those with special educational needs and/or disabilities are quickly identified and linked to other professionals to further support their development. Additional funding is used successfully to support interventions and further boost children's experiences.
- Staff do everything they can to promote children's good health. Snacks are always suitably nutritious, and menus are shared with parents to help them to make suitable choices at home. Staff recognise the impact that a poor diet has on children's oral health and do everything they can to link families with dentists in their local area.
- The small staff team is well supported by the provider's wider network of professionals. Supervision meetings are undertaken regularly, and any professional development is targeted effectively to meet the needs of the children attending.
- Staff know children well and have a secure knowledge of what they want children to learn. However, there are occasions when planned group activities do not always consider the interests and developmental stages of the children taking part. This results in children quickly losing interest.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of how to protect children from harm. They attend training regularly and know how to identify children who have been harmed or are at risk of harm. Staff are confident to follow appropriate reporting procedures should they have concerns. This includes reporting the inappropriate actions or intentions of adults who come into contact with children. Staff have a good knowledge of the 'Prevent' duty and the risks of children being exposed to extremist ideas. Recruitment procedures and the ongoing support for staff are effective. This helps to ensure that only suitable staff work with the children.

What does the setting need to do to improve?

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

- strengthen planning for group activities to better match the interests and skills of the children taking part.

Setting details

Unique reference number	EY558452
Local authority	Peterborough
Inspection number	10194082
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	11
Name of registered person	Family Action
Registered person unique reference number	RP517161
Telephone number	07731656601
Date of previous inspection	Not applicable

Information about this early years setting

Happy Days pre-school registered in 2018 and operates from a community centre building in Westwood, Peterborough. The pre-school employs three members of staff, who all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to midday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Baker

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The pre-school supervisor and the inspector had a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector carried out a joint observation with the pre-school supervisor.
- The inspector held a meeting with the pre-school supervisor and the provider's area manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- A number of parents spoke to the inspector during the inspection and the inspector took account of their views.

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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