

Inspection of Happy Days Pre-School

Nettlebed Community School, High Street, Nettlebed, Henley-on-Thames,
Oxfordshire RG9 5DA

Inspection date: 8 October 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has not informed Ofsted of the members of the management committee who oversee safeguarding. This means that Ofsted is not able to complete the required checks on these members to ensure their suitability. However, children are happy and settle well. Overall, they separate from their parents and carers confidently. If some children find this more difficult, staff offer reassurance.

The curriculum is not sufficiently ambitious or well designed for all children. This means that children do not develop the knowledge and skills they need for the next stage in their learning. However, children make choices in their play and learning from the activities and experiences on offer in the setting. They show excitement to take part and have a go. Children benefit from regular opportunities to be physically active and enjoy riding bicycles and playing with balls on the school playground.

Children demonstrate through their behaviour an understanding of rules and boundaries. They are kind to their friends and share toys and resources. However, at times, children become frustrated and give up on their learning activities. Children learn to follow appropriate hygiene routines. They are beginning to learn about good oral health through stories and activities, such as practising tooth brushing on model teeth.

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

- The provider implements robust recruitment procedures to check that staff who work directly with children are suitable. However, they have failed to provide Ofsted with the required information about all those involved in the day-to-day organisation and management of the of the setting, including those who oversee safeguarding. This means that suitability checks are not in place for all individuals involved in making decisions that affect children. Therefore, the safety of children cannot be assured.
- Leaders and managers are not proactive in evaluating and improving the learning outcomes for children during large-group times. Additionally, the new manager does not ensure that the quality of education is good for all groups of children who attend. Younger children often lose focus during adult-led activities because staff do not have the required knowledge and teaching skills to support them effectively.
- The manager's intentions for the early years curriculum are not clear or well designed. This means that staff are unable to plan effectively for individual children's learning. This leads to some activities being too complex or not engaging for some children.

- Parents speak highly of the setting. They say that their children feel happy, safe and secure in the pre-school. Parents receive regular feedback about their children's learning and well-being, either face to face or through online communications. Parents appreciate the ideas and suggestions staff share to support children's learning at home.
- The manager and staff do not seek enough information from parents about what children already know and can do when they start. Consequently, this does not enable them to plan effectively for children's learning from the beginning.
- Older children communicate confidently with adults and their peers. They enjoy talking about the 'hedgehog bread' they have made. Staff introduce new words to children during activities, such as 'prove'. They are developing strategies to support children who are learning English as an additional language. For instance, staff use flash cards and pictures to help children to learn simple words, and they also value when children use their home language to say 'thank you'.
- The manager and staff offer support to children with special educational needs and/or disabilities (SEND). Children receive the support they need to make some progress in their learning, such as one-to-one time and specifically designed activities. Additionally, the setting works with other agencies to support the needs and well-being of vulnerable children. The manager uses additional funding appropriately to further enhance the provision for those children who are eligible.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not have a thorough understanding of their legal safeguarding responsibilities. They do not implement thorough procedures to ensure the suitability of all committee members, to safeguard children effectively. However, staff receive regular training and are able to identify possible signs and symptoms that a child may be at risk of harm. They are also aware of wider safeguarding issues, such as the risks posed to children by being exposed to extreme views or behaviours. Staff understand the process to follow if they have concerns about a child or an adult to keep children safe. However, some staff do not have a clear knowledge of the role of the designated officer.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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provide Ofsted with the required information to enable suitability checks to be completed on members of the organisation in order to safeguard children effectively	22/10/2021
design and implement an effective curriculum that clearly identifies what children need to learn, building on their prior knowledge and skills, in order for all children to make consistently good progress.	22/10/2021

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

- support and train staff to improve the quality of their teaching, to challenge and extend children's learning more effectively, particularly during large-group activities
- gather more information from parents about what children know and can do when they first start, to help staff plan more precisely for children's learning.

Setting details

Unique reference number	EY332584
Local authority	Oxfordshire
Inspection number	10208814
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	2 to 4
Total number of places	24
Number of children on roll	18
Name of registered person	Happy Days Preschool Committee
Registered person unique reference number	RP526188
Telephone number	01491 642936
Date of previous inspection	28 April 2017

Information about this early years setting

Happy Days Pre-School registered in 2006. The pre-school operates from the grounds of a school in Nettlebed, near Henley-on-Thames, Oxfordshire. The pre-school is open Monday to Friday, from 9am to 3.15pm, during school term time. It is in receipt of funding for the provision of free early education to children aged two, three and four years. Four members of staff work with children. All of these staff hold relevant early years qualifications, one at level 6 and the rest at level 3.

Information about this inspection

Inspector
Clare Perry

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The manager and the inspector carried out a joint observation of a planned activity.
- Parents and carers shared their views on the setting with the inspector.
- The inspector looked at relevant documents and reviewed evidence of the suitability of staff working in the pre-school.

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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