

Inspection of Happy Hours Preschool

Methodist Church, Brunswick Road, Shoreham-By-Sea, Sussex BN43 5WB

Inspection date: 10 March 2022

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 form strong attachments to the kind and caring staff. They are greeted warmly as they settle down to play in the safe and welcoming pre-school. Children know that staff will have their favourite toys and activities waiting for them as they arrive. This helps them to settle quickly and confidently.

Children learn how to behave well. Staff notice when children are trying hard or helping one another and instantly praise their efforts. This helps children to understand how they can have a positive impact on others around them and builds their self-esteem. When children struggle with their feelings, staff skilfully step in to support them. Children learn to use positive strategies to self-regulate their emotions, such as breathing deeply to stay calm.

Children really enjoy investigating and playing with the stimulating activities. They laugh as they paint the shed with water or play with the sensory farm world. They share their ideas with one another as they begin to build friendships. For instance, they think about the journeys they could make as they play with the train set.

Children learn to focus their attention and concentration during small-group activities. They listen carefully to staff, who encourage them to share their thoughts. Children listen to one another and take turns to speak. This helps them to gain the skills they need for their future learning.

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

- The provider and manager are knowledgeable practitioners who have a clear and ambitious curriculum for all children. They successfully share their vision for children's learning with staff. Children's learning and welfare are placed firmly at the heart of the curriculum and pre-school ethos.
- All staff know the children well. They build on what they know about children's skills and interests to extend their learning. They recognise when some children need more help, such as those with special educational needs and/or disabilities and those for whom English is an additional language. They strive to provide children with the resources and help they need to move their learning forward.
- Staff recognise that during the COVID-19 pandemic some children missed out on opportunities to develop their personal, social and emotional skills. They plan a curriculum that is rich in opportunities for children to talk about their feelings, emotions and lives. Staff are empathetic and calm as they support children to overcome difficulties and emotional challenges. For example, they use consistent and positive strategies to help children develop caring relationships with their friends.
- Children's communication and language skills are supported well. Staff speak

clearly and use strategies, such as sign language, to support communication. Children enjoy extended conversations with staff while they play and during routines in the day. Staff interactions with children are of a consistently high standard.

- Children demonstrate good physical skills. They have space to run and play on tricycles, as well as access to resources that promote balance and controlled movement. Children enjoy drawing, sticking and digging in the sand to develop their hand muscles and hand-to-eye control.
- Children snuggle up with staff to listen to their favourite stories. Staff skilfully use books to engage children in conversation and to develop other areas of learning. For instance, they support children's understanding of mathematics as they count items in the pictures.
- Children develop good independence skills and hygiene routines. For example, they persevere and try hard to put on their coats before playing outside, and wash their hands before eating. Staff speak with them about healthy eating. Children learn how the food gives them energy to play and helps to keep their teeth strong and healthy.
- Parents praise the care and attention their children receive from staff. During the COVID-19 pandemic, staff remained in constant contact with them. For example, they provided stories online for the children. However, staff do not consistently share information about children's individual learning and development with parents to enable them to further extend children's learning at home.
- Children learn about the world and the community they live in. They enjoy walks to the beach and the town, and take out books from the local library. They share stories as they learn about different cultures, festivals and families. This helps children to develop an appreciation and understanding of others' lives.
- Staff well-being is high. The provider and manager carry out regular observations and staff appraisals. They fully support staff in their professional development. This ensures that the quality of teaching across the pre-school is consistently good. Staff feel supported and valued in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to keep children safe. The provider has robust systems in place for the recruitment of staff, including their suitability to work with children. All staff know what to do if they are concerned about the safety and welfare of children. They work well with other professionals to ensure records are shared in a timely manner, when required. Staff understand wider safeguarding issues in their community and beyond, such as children being exposed to extreme views or inappropriate content on the internet. Staff set consistent and appropriate boundaries for children's behaviour. This helps children to feel secure and safe.

What does the setting need to do to improve?

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

- build on good parent partnerships to develop effective ways to support parents to continue their children's learning at home.

Setting details

Unique reference number	2545188
Local authority	West Sussex
Inspection number	10215520
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	22
Number of children on roll	30
Name of registered person	Early Explorers Childcare Ltd
Registered person unique reference number	RP547193
Telephone number	07395125893
Date of previous inspection	Not applicable

Information about this early years setting

Happy Hours Preschool registered in 2019 and is in Shoreham-by-Sea, West Sussex. It opens from 8.30am to 3pm on Monday, Tuesday, Wednesday and Thursday, and from 8.30am to 12.30pm on Friday, during term time only. The pre-school receives educational funding for children aged two, three and four years. There are six members of staff, of whom five hold appropriate childcare qualifications from level 3 to level 6.

Information about this inspection

Inspector

Alison Martin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 provider and manager joined the inspector on a learning walk and talked about their curriculum and what they wanted the children to learn.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with staff, parents and children during the inspection and took their views into account.
- The manager and inspector carried out a joint observation of a group activity.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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