

Inspection of Happy Days Pre-School

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

Inspection date: 31 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children are greeted by kind and enthusiastic staff and sensitively support those who are upset when their parents leave. The time taken by staff to help children settle when they arrive helps to promote children's feelings of being safe and their well-being. They settle quickly and are soon enjoying favourite activities, such as playing with toy dolls or exploring play dough. Children are well behaved. Staff act as good role models for positive behaviour and teach children to be kind to their friends, share and take turns. This helps children's positive attitudes. Children are encouraged to problem-solve as they persevere and concentrate while completing puzzles twisting and turning pieces to make them fit.

Staff promote children's good health and encourage them to be physically active. Children use their pincer grip to grasp pieces of play dough and enjoy making marks with pens, learning to draw shapes. Children are motivated to take part in a sing and sign development programme and learn how to communicate in a variety of ways. Children delight in watching snow fall outside. They enthusiastically try to catch the snow, and staff talk about what it feels like. Children develop their self-confidence as they learn to be more independent. All children, including those who speak English as an additional language, gain the skills they need to support their future learning.

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

- The manager has high expectations of staff and the quality of care and education in the nursery. She seeks external advice and support from other professionals and agencies to help ensure that continual improvements are made and reviewed. Staff have attended training since the last inspection around the curriculum they plan for children. This has helped to contribute to the improvement of good-quality learning experiences children receive.
- The manager provides effective leadership for her team. She has made good use of support and regular training. The manager conducts regular supervision and provides feedback to staff. Overall, staff support children to develop some good communication skills. Children enjoy singing activities and staff provide some children with a running commentary as they interact and play together. However, at times, staff do not give children the time they need to think through their answers. This does not fully support their communication and language skills.
- Staff encourage children to strengthen their muscles. For example, children run in the garden and throw and catch balls. They talk about exercise and understand the importance of rest and having a nutritious diet. This contributes to children's good physical development.
- When children first start in the nursery, staff gather information from parents

about their child's care routines at home and their likes, dislikes and abilities. Staff also find out key medical information to help them assess how to keep children safe and secure in the nursery.

- Overall, children enjoy baking activities. They learn new words such as 'wheat' and 'yeast' and use physical skills to stir and knead the dough. However, these activities are sometimes too complicated for the youngest children. Two-year-olds do not participate as effectively during this time and become easily distracted. This means that they do not make as much progress in group work.
- Parents speak positively about the provision. They describe friendly relationships with the staff and say their children enjoy attending. Parents appreciate the daily feedback on their children's care. However, some parents say they would like more information about what children are learning at nursery, to help them support this further at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff confidently know how to report any concerns they might have about children's well-being. They know who the lead person for safeguarding in the nursery is. They also understand that if they feel a child remains at risk of harm or injury, they are able to report their concerns to the appropriate local authority department or person themselves. The committee and the manager have secure procedures in place for recruitment and suitability checks. Staff complete effective and thorough risk assessments, helping children to remain safe.

What does the setting need to do to improve?

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

- review support for staff to develop their questioning techniques, to further help and encourage children's communication and language skills
- develop ways to simplify group activities and be clear about what two-year-olds need to learn, to enable them to join in more
- develop further ways to share information about children's learning with parents, to enable them to support and continue children's learning at home.

Setting details

Unique reference number	EY332584
Local authority	Oxfordshire
Inspection number	10213042
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	24
Name of registered person	Happy Days Preschool Committee
Registered person unique reference number	RP526188
Telephone number	01491 642936
Date of previous inspection	8 October 2021

Information about this early years setting

Happy Days Pre-School registered in 2006. It 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. Five members of staff work with children. Of these, three hold relevant early years qualifications at level 3 and one holds level 6.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The manager and the inspector completed a learning walk together.
- The inspector held a meeting with the nursery manager and the provider. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection at convenient times.
- The inspector spoke to a number of parents during the inspection and 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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