

Inspection of Happy Adventures Preschool and Forest School

Salendine Nook Baptist Church, 91 Moor Hill Road, Huddersfield, Yorkshire HD3
3SF

Inspection date: 7 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 eagerly enter this stimulating setting and participate in the wide range of activities on offer. They are familiar with the daily routines. On arrival, children self-register. Young children recognise pictures on their pegs and older children sign their name. This helps to develop their early literacy skills. Children are happy and excited to see their friends and staff. Staff play alongside children supporting them where needed. Children explore the mud kitchen and explain they are making lunch. They enthusiastically mix petals and bark together. They explain that they are making 'petal pasta'. This helps to develop children's imagination skills.

Children thrive in the well-organised and stimulating outdoor area. They explore with great confidence, hunting for minibeasts. Children excitedly tell staff when they find bees and worms. Children behave extremely well. They show great kindness to their friends and help each other, when they need support. For instance, older children take turns pushing younger children on the tree swing. Staff praise children for their kindness, which helps to develop their self-esteem. Children form very strong bonds with staff. The key-person system is highly effective. This helps children to feel confident, happy, safe and secure.

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

- Children's behaviour is exemplary. They play alongside each other, sharing resources and taking turns. Children are busy and highly motivated to learn. Children keep on trying hard, even if they encounter difficulties. For example, children persevere as they climb trees. Children remember the rules of the pre-school and remind their peers of these. For instance, they remind each other that they must walk on the outside of the fire-pit circle. Staff are excellent role models for children. They are extremely kind, patient and respectful when interacting with children and each other.
- Children demonstrate excellent independence skills. All children competently put on their coats and waterproof clothes when going outside. At snack time, even the youngest children carefully and independently wash their hands and peel their own fruit. Staff support parents to ensure that packed lunches are healthy and nutritionally balanced. Mealtimes are very sociable as staff sit with children and talk about healthy food. This helps children begin to understand healthy lifestyles.
- Partnerships with parents are a real strength of the setting. Parents are fully involved in children's learning. They meet regularly with staff to discuss children's development. Staff share ideas about how parents can support children's learning at home. Parents attend termly stay-and-play sessions at the pre-school. This gives them the opportunity to see the activities and experiences their children take part in. Parents comment that the staff are 'truly amazing'.

- Staff accurately assess children's development and swiftly identify where they need additional support. Relationships with outside agencies are strong. Staff work closely with the local authority and speech and language. In addition, staff build good relationships with other settings children attend, such as childminders. This helps to provide continuity in care and learning.
- Staff have a good understanding of how young children learn. Children benefit from a wide range of purposeful and interesting activities. Staff are aware of what children can already achieve and use this as a starting point. Staff adapt activities to support children to meet their next stage of learning. This helps children to make good progress.
- Overall, staff support children's language and communication skills well. Staff narrate as children play and introduce new vocabulary such as 'pollen' and 'nectar'. However, occasionally, staff ask questions in quick succession and do not give children enough time to think or respond.
- Staff provide children with a wide variety of opportunities to develop their physical skills. Children practise balancing on crates and wooden steps. They climb trees and confidently propel themselves on tyre swings. Children explore the forest area, negotiating a hill and a small stream. This helps to support children's balance, coordination and stamina.
- The owners have a clear vision for the pre-school. They share this vision with the rest of the team through regular meetings and individual supervision sessions. Staff's well-being is paramount. Staff morale is high, and they work well as a team.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of possible signs that a child is at risk of harm and of how to report concerns. They regularly attend training to help keep their knowledge up to date. All staff understand the procedures to follow, should an allegation be made against a member of staff. Staff have a good understanding of county lines, female genital mutilation and the 'Prevent' duty. The managers carry out robust recruitment procedures to ensure that all staff working with children are suitable. Staff complete regular risk assessments on the indoor and outdoor environment to help them to identify and minimise any risks.

What does the setting need to do to improve?

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

- give children time to respond to questions to promote their thinking and language skills even more effectively.

Setting details

Unique reference number	EY559893
Local authority	Kirklees
Inspection number	10190708
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	56
Name of registered person	Happy Adventures Preschool and Forest School Partnership
Registered person unique reference number	RP559892
Telephone number	07473655756
Date of previous inspection	Not applicable

Information about this early years setting

Happy Adventures Preschool and Forest School registered in 2018. The pre-school employs six members of childcare staff; five of whom hold appropriate early years qualifications at level 3 and one of the providers, the joint manager, holds qualified teacher status. The pre-school opens Tuesday to Thursday, 8am to 3pm and Monday and Friday, 8am to 5pm. The setting is term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Campbell

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the setting.

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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