

Inspection of Happytime Preschool

North Bersted Youth Centre, 14 North Bersted Street, BOGNOR REGIS, West
Sussex PO22 9AD

Inspection date: 18 November 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children confidently enter the pre-school and eagerly look around the inviting learning environment. They are warmly welcomed by staff and develop strong bonds with them. Children form strong friendships with one another and show they really enjoy spending time together as they play and learn.

Children demonstrate they feel safe and secure in the staff's attentive care. They readily approach staff for reassurance, as well as to share their play and learning. Children laugh as they construct rockets and explore craft resources. They play cooperatively and show they are caring, such as helping each other outdoors as they play on bicycles.

Staff are positive role models for children, who behave well. They show positive attitudes to each other, the staff and their learning. Children enjoy long uninterrupted time to play, explore and learn. They show high levels of attention, for instance, as they investigate different tea bags and tea sets. Staff plan activities for children so that they have plenty of opportunities to practise and refine their skills as they play. Children develop a variety of skills to support them to move on to the next stage of their education.

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

- The manager and her team have a clear understanding of the skills they would like children to learn in their time at the pre-school. However, what they plan for children is not consistently implemented in practice. For instance, staff hope children will learn to develop independence skills, but do not effectively help children to achieve this. Staff complete tasks children could manage themselves and do not consistently recognise where children could be encouraged and taught to do things for themselves. This limits the opportunities for children to learn new skills and be independent.
- Children benefit from a highly-stimulating learning environment that staff provide to engage them in their learning. They can freely choose what to do and where to play. For example, children make marks inside giant tyres, learn how to remove backing from stickers and explore sensory resources. Children are motivated to play and learn.
- Staff support children's developing communication skills well. They teach children new words as they play. For instance, staff introduce children to words such as 'mould together' as they explore and shape wet sand. Children enjoy engaging stories with puppets and take part in lively singing sessions. They have many opportunities to hear and develop an increasing range of words to use as they play and communicate.
- Children generally enjoy quality interactions with staff. Children are inquisitive

learners and eagerly take part in investigating worms from the wormery. Staff use teaching opportunities as children explore, introducing sizes and counting with children. This helps children to learn mathematical concepts. However, not all teaching opportunities are fully effective. At times, adult-led activities are not finely tuned to children's learning needs. For instance, during circle time, children lose focus and do not fully benefit from the planned teaching activities.

- Additional funding is used to help ensure all children have equal opportunities and experiences. For instance, children have the chance to visit the 'book bus,' meet local authors and take part in learning about animals from real-life visits. Children with special educational needs and/or disabilities receive good levels of support that meets their individual learning needs.
- Staff benefit from good levels of support from the manager. They are encouraged to research and engage in training, for instance, to develop their knowledge. Staff make effective use of the skills they learn to help children in the pre-school. Staff use sign language, for example, to positively support children's understanding and communication development.
- Parents comment positively on the support their children receive from staff. They say how they enjoy being involved in their children's time at pre-school through effective communication from staff. Partnerships are established from children's earliest days, helping ensure high levels of continuity of care and education for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures her staff are suitable to work with children through a robust recruitment and induction process. Staff understand their responsibility to promote children's well-being at all times. They attend regular training to keep their knowledge current. Staff know the indicators of possible abuse. They understand the procedures to follow if they have any concerns about children's welfare, or about other staff members. Staff deploy themselves effectively across the pre-school to ensure children are safe, supervised and supported as they play and learn.

What does the setting need to do to improve?

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

- support all staff to ensure they consistently encourage children to do things for themselves, to help them gain new skills and to develop their independence
- strengthen the planning and implementation of adult-led activities, particularly circle times, to more precisely support children's learning needs and to further build on what children know and can do.

Setting details

Unique reference number	EY460787
Local authority	West Sussex
Inspection number	10228801
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	50
Number of children on roll	64
Name of registered person	Gayle Hamblin Limited
Registered person unique reference number	RP532466
Telephone number	07917 195923
Date of previous inspection	30 January 2017

Information about this early years setting

Happytime Preschool registered in 2013. It is situated at the North Bersted Youth Centre, West Sussex. The pre-school offers care on Tuesday, Wednesday and Friday, from 8.45am to 4.15pm, and on Monday and Wednesday from 8.45am to 1.15pm, during school terms only. The provider receives funding to provide free early education for children aged two, three and four years. There are 11 members of staff; of these, 10 hold relevant early years qualifications at level 3 and above.

Information about this inspection

Inspector

Emma Dean

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 this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided, indoors and outside, and assessed the impact this was having on children's learning.
- The inspector talked to staff and the children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- A meeting was held between the inspector and manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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