

# Inspection of Happy Days Preschool Oatlands

First Church Of Christ Scientist, 70 Oatlands Drive, Weybridge KT13 9JA

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Inspection date: 1 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive excited for their day in this welcoming setting. They happily greet their friends and choose from a range of activities that promote different areas of learning. For example, a group of children play with small-world toys, extending an activity from the previous day about travel and building on their knowledge and understanding of the world. Children behave well and confidently explore activities independently.

Staff create a safe and secure environment for the children to explore. Children benefit from an extremely well-resourced and inviting environment. Children develop positive relationships with staff and are enthusiastic in their play and learning. Children respond well to praise they receive from staff for their achievements.

All staff have ambitious expectations for all children. Children with special educational needs and/or disabilities are supported well. Staff assess what children know and what they need to learn next. Children listen well to instructions and enjoy taking part in group carpet times, where they discuss the weather and what they will be doing during the day. This helps to support children's communication and language skills. They are encouraged to take turns speaking and to listen when it is their friends turn to talk.

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

- The manager has regular supervision meetings with the staff to assess their needs and to evaluate the setting. This ensures everyone has input into how the setting is run and training needs are identified. They work together to create high-quality care and learning in an inclusive environment.
- Parents speak very highly of the preschool. They praise the nurturing staff and the support that the children are given. They comment that children's confidence has grown since they have been attending the setting. The excellent communication they receive keeps them informed about what the children are doing and their achievements.
- During play, staff engage with children to help them build relationships with each other and understand how to take turns and share. This supports children to engage well in play. They confidently seek out their friends and excitedly show them what they are doing and share their experiences.
- Children's literacy is supported well. Staff add labels, words and written questions around the children's areas. Staff use these during play to help the children understand about the written word.
- Children's mathematical skills and their personal, social and emotional development are supported through activities, such as making play dough. Staff

help children to measure ingredients using weighing scales. They take turns mixing and, supported by staff, decide as a group what colour to add. Children's hands and fingers are strengthened ready for writing as they manipulate the dough.

- Staff promote a healthy lifestyle by providing fruit for snack time and advising parents on healthy options for packed lunches. Children spend time each day in the outdoor area. There is an area for physical activities indoors. Younger children can play on a small climbing frame, a slide and hoops are set out for children to throw bean bags into.
- Staff offer some encouragement for children to be independent and make their own choices. Children wipe their noses and put on their coats and wellies with help if needed. However, at times, staff complete tasks for children without considering how these could further develop children's independence.
- Staff recognise when children may be in need of additional support. They work closely with parents and know the process of how to make a referral. This ensures that children get the help and support that they need quickly. Staff work with other agencies to help children and their families get the support they need in place in the quickest possible time.
- Overall, staff adapt activities for different ages. For example, games, such as picture matching, can be adapted for older children to hear the sounds that words make. However, at times staff do not fully challenge older children to achieve at a higher level.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that staff safeguarding and first-aid training is kept updated. Staff have a secure knowledge of behaviours and physical signs that may indicate that a child is at risk of harm or abuse. Staff understand the procedures to follow if they have concerns and the agencies they can contact for advice or support. Managers and staff understand parents need support in different ways and at different times. This helps to make sure that children are safe at home and at preschool. Safe recruitment procedures are in place, ensuring all staff are suitable to work with children.

## **What does the setting need to do to improve?**

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

- support staff to recognise when to allow children to extend their independence skills
- monitor the implementation of the curriculum for the older children to make sure it provides additional challenges

## Setting details

<b>Unique reference number</b>	2618221
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10265108
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Franey, Maria Ann
<b>Registered person unique reference number</b>	RP911571
<b>Telephone number</b>	07894077408
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Happy Days Preschool Oatlands registered in November 2020. The preschool operates from a church building in Oatlands, Weybridge. It opens Monday to Friday, term time only, from 9.15am to 2.15pm. The preschool employs four members of staff, one of which has a level five qualification, two have level three qualifications and one is training towards a recognised childcare qualification. The preschool provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Nicky Butler

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at preschool.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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