

# Inspection of Happy Days Pre-School

Primrose Hall, Church View, Ash, Aldershot GU12 6RT

---

Inspection date: 27 June 2023

**Overall effectiveness** **Good**

---

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 thoroughly enjoy their time at pre-school. The welcoming staff greet them with warm smiles. Most children separate confidently from their parents or carers. The few children who are a little unsure receive extra support and cuddles from staff. This is effective in building these children's confidence to say goodbye and enter pre-school happily.

Children are inquisitive and motivated learners. They choose what they would like to do from the varied range of activities that staff have set up around the room. During the day, children are able to choose whether to play inside or outdoors. They spend much of their time outdoors in the large, natural garden. Children explore their surroundings and develop their physical skills, zooming down the slide or spinning on the swing. They excitedly find insects and look at them closely through magnifying glasses, drawing on prior learning as they describe how many legs they can count. Staff have high expectations of children and engage them in conversations about travel while they watch a bubble worm get lifted high over the hedges by the wind.

Staff assist children to become independent and take care of themselves. Children are learning to pour their own drink from a jug. When they spill some water from the jug, staff tell them not to worry and help them to clear it up. At snack time, children clear their plates and cups away once they have finished eating.

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

- A significant strength of the setting is how much progress children make from what they know and can do when they first start, especially children with special educational needs and/or disabilities. Staff identify gaps in knowledge and support children's learning. The special educational needs coordinator (SENCo) is knowledgeable. She works closely with children's parents, key persons and other professionals to ensure that they get all the support they need. The SENCo's attention is focused well to meet the needs of children in receipt of extra funding.
- The manager is passionate and reflective about the pre-school. She takes on board feedback from others, such as the recent parent questionnaire. Staff are happy and feel supported; they are enthusiastic in their job roles. There is a real sense of 'family' among the staff team. The manager supports staff with opportunities to develop their skills and extend their knowledge through training.
- Staff have high expectations for what children can achieve. They make use of children's focused play to support language development, such as using the repetition of words to ensure that children hear the correct pronunciation. Staff engage children in conversations and ask questions. However, staff do not

always maximise every interaction to challenge children's thinking and promote their imagination and creativity further. This leads to children being directed in their play, rather than being able to explore the endless possibilities in their learning.

- Children go about their day with a lot of enthusiasm and are well behaved. Staff are good role models. Their positivity and good cheer rub off on children. This, alongside their effective curriculum, means that children really enjoy their learning. Activities are based around children's interests, such as dinosaurs and minibests. They use these to extend children's independence, communication and language skills and knowledge of mathematics. However, staff do not always plan activities that extend children's development of mark making. This means some children are not confident when putting pen to paper and expressing themselves through mark making.
- Children have ample opportunities to learn about different cultures and backgrounds. Staff arrange a variety of celebrations and events to help children to understand about their similarities and differences. Families are invited to share their own experiences and come into the pre-school to talk to the children. Staff support children well to develop respectful attitudes about other people's lives that are different to their own.
- Staff support children to have a can-do attitude. For example, when children ask for help with opening a satsuma, staff encourage them to try for themselves first, talking them through how to peel it. Children are praised for having a go and succeeding. All achievements, no matter how small, are recognised and celebrated by the children adding a brick to the 'Wall of Wonder'.
- Partnerships with parents are strong. Parents speak highly of the nurturing pre-school and describe the staff team as 'professional' and 'amazing'. Parents say their children love attending the pre-school and they really enjoy the community events, such as the recent family picnic.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate good knowledge of safeguarding procedures. They explain what may concern them about a child's welfare and how to get help and support. They understand what to do if they have concerns about another member of staff and know where to report their concerns. Staff deploy themselves well to ensure that children are supported effectively. They carry out thorough risk assessments of all areas. The manager follows a strict recruitment procedure to ensure that staff are suitable to work with children. She conducts regular checks to ensure the ongoing suitability of staff.

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

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

- improve staff's teaching skills so that they adapt activities to promote children's imagination, creativity and problem-solving as they play
- support staff in using activities and experiences to extend and develop children's mark making.

## Setting details

<b>Unique reference number</b>	EY490811
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10289237
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	20
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Langan, Karen Ann
<b>Registered person unique reference number</b>	RP516979
<b>Telephone number</b>	07814317674
<b>Date of previous inspection</b>	16 November 2017

## Information about this early years setting

Happy Days Pre-School registered in 2015. It is located in Ash, in Surrey. The pre-school opens during term time, from 8.15am to 2.15pm, on Monday to Friday. There are six staff, five of whom hold early years qualifications to level 3. The pre-school receives funding to provide free early education to children aged two, three and four years and also receives pupil premium funding.

## Information about this inspection

### Inspector

Amanda Harrison

## Inspection activities

- This was the first routine inspection of the pre-school since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The inspector and the manager completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector spoke to a small number of parents during the inspection.
- Children spoke to/engaged with the inspector during the inspection
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, first-aid certificates and qualifications.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023