

Inspection of Happy Hearts Preschool Limited

St Johns Church, London Road, Purbrook, Waterlooville, Hampshire PO7 5LQ

Inspection date:

5 December 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of education and practice is variable. Children enjoy taking part in some activities that staff provide in the pre-school, such as learning about ocean creatures and decorating elves during Christmas activities. However, staff are unclear about how to use some activities to effectively support children's learning. For example, staff do not always ensure that the activities they provide are challenging and give children enough opportunities to extend their learning.

Children demonstrate they are confident and happy. It is evident that children have developed strong relationships with each other. For instance, they work together as a team to create a house, using construction materials. However, staff do not consistently interact enough with children during play to help them learn from activities. Children are often left to explore independently, which results in them wandering around without focus. This has an impact on the progress that they make.

Despite the weaknesses, staff provide a safe and secure environment for children. They form close attachments with the friendly and caring staff. Staff greet children and parents warmly on arrival. This helps children to feel safe and secure. Staff encourage children to develop a strong sense of belonging. For example, they display photos of children participating in activities in the 'floor book'. Children and parents are encouraged to look through the book. This helps children to feel valued and parents to feel included in children's learning experiences.

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

- The manager collects relevant information from parents to establish children's starting points before they join the pre-school. She talks about using this information to inform their future planning. However, the inconsistencies in how well the staff deliver the curriculum mean that children's learning needs are not always met.
- The manager provides opportunities for staff to improve their knowledge through training and staff comment that they feel well supported by the manager. However, the current systems are not robust enough to coach and support staff to improve the quality of teaching and effectively implement the curriculum.
- Staff help children to understand their feelings and emotions. For example, during registration, children place their photo on an emotion, such as a happy or sad picture. Staff then encourage them to discuss why they are feeling that way. However, they do not fully support children to understand appropriate behaviour to keep everyone safe, such as not running indoors.
- The manager knows children well. She is proactive in ensuring that children with

special educational needs and/or disabilities have access to support from other professionals. For instance, referrals are made to support children with speech and language delays. This helps children to make progress with communication and language skills.

- Partnerships with parents are strong. Parents are regularly invited to attend celebrations. The manager and staff have good relationships with the parents. They work closely with them to share information about what children have been playing with and what their interests are. Parents comment that they are happy with the pre-school, and they are well informed about their children's learning.
- The manager and staff work closely with local schools and share information. They recognise the importance of supporting children through their transition to school. They arrange for teachers to visit the pre-school so that children are familiar with the teaching staff. This helps to provide continuity for children.
- Staff use whole-group times well, especially to support children's communication and language skills. For example, children learn new words and vocabulary linked to the days of the week and months of the year. Staff incorporate singing activities to further support children's communication and language development. Children make choices about the songs they sing which further support their developing independence.
- Children gain an awareness of safe and healthy lifestyles. For example, they enjoy healthy snacks and have daily outside play, where they learn to manage appropriate risks. Children enjoy exploring water activities and experimenting with movement. For instance, children use their imagination when slithering like a snake on their tummies during movement to music. This further supports their skills in physical development.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children in their care. They know the signs and symptoms that might indicate a child is at risk of harm. Staff understand the pre-school's procedure for reporting any concerns they may have about children and adults. Safeguarding training is a high priority in the pre-school and regularly discussed in staff meetings and supervisions. Recruitment is robust and appropriate procedures are in place to check the suitability of adults working with children. An ongoing process of risk assessments ensures the premises and equipment are safe and suitable.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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provide effective support, coaching and training to all staff to enable them to improve their practice and to ensure that they offer quality learning and development experiences for children	29/01/2024
improve the implementation of the curriculum to focus more precisely on the skills that children need to acquire to make rapid progress and to ensure it meets their learning needs in all areas.	29/01/2024

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

- improve the implementation of behaviour management strategies, so that rules and boundaries are applied consistently to help children understand acceptable behaviour.

Setting details

Unique reference number	EY496500
Local authority	Hampshire
Inspection number	10305407
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	25
Number of children on roll	16
Name of registered person	Happy Hearts Preschool Limited
Registered person unique reference number	RP909664
Telephone number	07508934119
Date of previous inspection	20 February 2018

Information about this early years setting

Happy Hearts Preschool Limited registered in 2015 and is located in Purbrook, Hampshire. The pre-school is open from 8.30am to 4.30pm, Monday to Friday, term time only. There are four members of staff. The manager holds a level 3 qualification. Staff hold qualifications at level 3 or level 2. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- This was the first routine inspection the pre-school received 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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- 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 carried out joint observations of activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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