

Inspection of Happy Faces Playgroup

The Liddell Hall, Old Reading Road, Sherfield-on-Loddon, Hook, Hampshire RG27 0EZ

Inspection date: 10 January 2024

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

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

Children form effective bonds with staff, who welcome them with warmth. Children settle quickly into their play and rush off to find an activity from the moment they arrive. For example, children beam when they are greeted by their friends and staff in the home corner. Other children eagerly join staff to explore exciting activities based around winter exploration. Staff help children to learn about the world around them, such as changes in the seasons and colder climates. For instance, staff gather ice from the garden for children to investigate and discuss in group activities.

Overall, staff organise the environment well so that children have access to a variety of resources and activities that ignite their curiosity. Staff spend time with the children and engage them in conversations to promote their language development. For example, children delight in making bird feeders for their garden at home and to hang in the playgroup trees. They consider how to care for animals in the winter. Furthermore, children learn new vocabulary such as 'hibernate' and 'migrate'. Children behave well. Staff give consistently clear explanations and deal with any challenges calmly and sensitively. They teach children to be kind and to respect others. Staff positively encourage sharing and taking turns.

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

- Not all committee members have provided Ofsted with the required information to check their suitability. However, these committee members only attend meetings and do not currently have responsibilities during the setting's operational times. This means there is no impact on children's welfare.
- The manager is newly appointed. She has positive ideas about what she wants to achieve. She meets regularly with staff to talk about their work and performance. Newly implemented systems are still developing. However, staff training is not sufficient enough. This means supervision sessions are not fully embedded and not all staff have a clear understanding of their roles and responsibilities, particularly in relation to up-to-date procedures. Despite the organisational weaknesses, new leaders have a clear vision and commitment to the continuous and future developments of the setting. They have devised and implemented a well-structured curriculum with great success. Staff involve children in making decisions, which helps them feel valued and involved.
- Overall, staff support children to develop their communication and language skills well. For example, they ask questions to encourage children to talk about their play. However, while the more confident children voice their ideas and knowledge well, staff do not fully consider how to encourage those that are quieter and less confident to be involved in the learning opportunities available.
- Staff effectively support children's interest in books, as they introduce all

children to popular stories. Staff regularly read these stories to children and plan further linked activities associated with books. This helps children to recall words and sentences as they become familiar with the story. For example, younger children consider how to build a house with wooden blocks, after recalling the stories, 'The Three Little Pigs' and 'Stickman'.

- Staff plan lots of physical play opportunities for all children. Children explore their senses as they manipulate dough, use feathers in their craft work or investigate frozen items melting. Staff provide a range of outdoor activities for children to develop their coordination and to use their bodies in various ways. For example, children negotiate space on wheeled toys, they challenge themselves as they attempt obstacles and practise skills such as balancing, kicking or catching balls.
- Staff build positive partnerships with parents. They communicate regularly via an online app and verbal feedback to keep parents informed of how their child is progressing. Staff are proactive at offering support to families wherever necessary. For example, staff work with parents to support them to access help from external agencies. Parents say their children enjoy attending and the staff are nurturing. They state that there is a good range of activities, which their children talk excitedly about at home. Parents highlight that they value the local outings staff take children on. These help to promote children's sense of community.
- Leaders have an accurate view of the setting's strengths and the weaknesses that need addressing. They have introduced many positive arrangements to support the staff team. For example, supporting staff's well-being is given a high priority. Staff report that there have been many positive changes and they feel fully supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide Ofsted with the required details of any changes to all individuals or committee members to enable Ofsted to check the suitability of all committee members	31/01/2024

ensure all staff, including the manager, receive effective support, coaching and training to identify and target weaker aspects of knowledge and ensure staff have a clear understanding of their roles and responsibilities.	31/01/2024
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To further improve the quality of the early years provision, the provider should:

- enhance opportunities for children who are less confident, to express themselves, fully engage and benefit from the range of learning opportunities.

Setting details

Unique reference number	109864
Local authority	Hampshire
Inspection number	10317232
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	26
Number of children on roll	32
Name of registered person	Happy Faces Playgroup Committee
Registered person unique reference number	RP904670
Telephone number	01256 880903
Date of previous inspection	4 May 2018

Information about this early years setting

Happy Faces Playgroup registered in 1985 and is open each weekday during school term time. Sessions run from 8.45am to 4.15pm. The playgroup is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The playgroup committee employs seven staff, all of whom hold relevant early years qualifications at level 2 and level 3. The manager holds a recognised qualification at level 4.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector observed activities in the main base rooms and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspector completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspector reviewed relevant documentation, including evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children during the inspection and took account of their views.

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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