

# Inspection of Happy Faces Pre-School

Ranvilles Community Centre, Oldbury Way, FAREHAM, Hampshire PO14 3BN

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Inspection date: 22 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children separate from their parents with ease as they happily enter this friendly and welcoming pre-school. They independently find their peg to place their bag and coat on. Children display a strong sense of belonging and show that they feel safe and secure. For example, children spontaneously sit on the lap of staff members and cuddle into them. Staff respond with a smile, showing genuine warmth and kindness.

Children are self-motivated and active learners. They enjoy the outdoor learning environment and have many opportunities to develop their physical skills. For example, children are excited to join in with yoga and ballet. Children make good progress in their learning and develop good friendships and imagination. For example, they talk about going on a sleepover and how, 'we need to pack a bag to take our things'. Children demonstrate a love of books. They listen intently to their favourite stories and join in with familiar phrases, such as 'kissing a frog'.

Children who need extra support are successfully identified by staff. They provide appropriate activities to support children to make faster progress in their learning. For example, they provide items that stimulate children's imagination, such as magnetic letters and numbers. Children are eager to try the resources and they join in enthusiastically.

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

- The enthusiastic manager leads her staff well. She supports staff in implementing a meaningful curriculum that focuses on developing children's independence and confidence. For example, children independently use plastic knives to chop up fruit for snack time. They talk together about how they need to wash their hands first so they do not have germs on them.
- Staff plan engaging and stimulating activities to support children's development. They use their knowledge of the children well to focus the curriculum on their next steps and interests. Staff work effectively with parents to find out what children already know and what they need to learn next. They use this information precisely to build on children's existing knowledge to develop their skills and understanding further.
- The manager and her staff place a strong emphasis on supporting children to develop good communication and self-help skills. Children who need extra help with their language receive individual support from staff. Staff model new vocabulary and repeat words back to check that children understand their meaning. On occasion, however, staff do not give children enough time to consider and answer a question before asking another. This does not fully support children to develop their language skills.

- Staff have high expectations for the children. They are positive role models and are enthusiastic and kind. As a result, children demonstrate positive attitudes to learning and their behaviour is good. Children feel safe and secure and explore the environment confidently. They play with their friends, co-operating and sharing resources. For instance, children pass one another cardboard tubes and material so their friends can help to build a castle.
- Staff are passionate about providing good quality care. Children have strong bonds with their key person. For example, children know what key group they are in and happily run over to their key person at group time. The key person does a thorough handover to ensure continuity of care for the child. This supports children's social and emotional development.
- Staff offer good support to families of armed forces personnel. For example, a map of the world shows children the country where their parents are serving. Staff also talk about the role their families are carrying out. As a result, children are better able to cope with these periods of time apart. This has positively improved children's knowledge and well-being.
- Partnerships with parents are strong. Parents talk about the supportive and caring environment, and how staff have helped children to become more confident. Parents share positive feedback about the range of ways staff share information with them. They are aware of what their children are learning and what their children need to learn next. This allows parents to provide opportunities to further their children's learning at home.

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

- improve the promotion of children's language skills by ensuring questioning is more effective and children have time to process information and demonstrate what they know.

## Setting details

<b>Unique reference number</b>	EY347075
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10317237
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Howe, Caroline
<b>Registered person unique reference number</b>	RP514850
<b>Telephone number</b>	07936842802
<b>Date of previous inspection</b>	4 May 2018

## Information about this early years setting

Happy Faces Pre-School registered in 2007. It is located in Fareham, Hampshire. The pre-school opens Monday to Friday from 9am to 3.30pm, term time only. Funding is accepted for the provision of free early years education for children aged two, three and four years. There are seven staff in total who work with children. Of these, five staff have appropriate early years qualifications at level 3 and above. The manager holds a qualification at level 5.

## Information about this inspection

### Inspector

Clare Leake

## 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 joined the inspector on a learning walk and talked about the curriculum and what they intend for the children to learn.
- The manager and inspector carried out a joint observation on a member of staff to evaluate the quality of teaching.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact this was having on children's learning.
- A meeting was held between the inspector and the manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector talked to staff and the children at appropriate times during the inspection.
- Parents shared their views of the pre-school 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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