

Inspection of Happy Hours Pre-School

The Youth and Community Centre, Broadfield Barton, Broadfield, Crawley, West Sussex RH11 9BA

Inspection date: 9 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at pre-school. They actively engage in their learning with good support from staff. For instance, children enjoy developing their physical skills as they learn to balance on low beams. Staff provide children with appropriate support to enable them to complete these tasks. This helps children to build on their confidence to manage these challenges independently.

Staff organise group activities well to support children's interest and engagement. They remind children of the rules during activities. This includes talking to children about using their listening ears and watching with their eyes. Children respond positively and show good behaviour as they take part in these activities. This enables children to develop a good attitude to learning.

Staff support children to develop their communication and language skills. For instance as they play outside, staff introduce new words to children to describe the weather. Additionally, staff provide children with opportunities to share their ideas. For instance, when children show an interest in the falling leaves, they enjoy sharing their thoughts with staff. Staff listen and respond appropriately, which helps children to feel valued. This supports children to develop their vocabulary.

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

- Since the last inspection, leaders have made improvements to the pre-school, such as strengthening the key person approach and designing a curriculum that meets children's needs. Leaders have sought support from the local authority which has helped them to securely implement these changes. This has enabled leaders to ensure that they meet the requirements of registration.
- Leaders support staff to plan effectively for children's ongoing learning. They identify children's next steps through observations and get to know children well. This enables staff to decide what they want children to learn next. Planning is easily accessible for all staff, which helps them to provide support for all children, as well as their key children.
- Overall, leaders provide good support for staff to develop their practice. They have regular one-to-one meetings with staff, which helps leaders to identify additional training needs. However, on occasion, leaders do not consistently support staff to redeploy themselves when there are no children taking part in the activity that they are supervising. This does not fully enable staff to know what they are expected to do at these times.
- Leaders ensure that the daily routines are embedded well so that children understand what is expected of them. This helps to promote positive behaviour. For instance, when staff tell children that it is time to tidy up, children enjoy helping staff and readily join in.

- Children benefit from lots of opportunities to develop their mathematical knowledge. Staff identify opportunities to introduce maths during children's daily experiences. For example, they encourage children to count the steps as they climb up the jumping blocks. They also invite children to count how many spoonfuls of cereal they add to their bowls. This gives children opportunities to practice counting which helps them to embed this knowledge.
- Leaders support children to learn about their world around them. For instance, they provide opportunities for children to engage with the local community. This includes taking children on visits to the library and inviting visitors to the setting to talk about their occupations. This enables children to develop respect for their wider world.
- Staff organise the learning environment well to support children's development. For instance, as children use the climbing frame, staff support them to identify risks. This helps children to learn to identify hazards for themselves.
- Parents appreciate the care and support that staff provide for their children. Staff keep them informed about their child's progress and share ideas to continue children's learning at home. This helps children to receive consistent support with their development.

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:

- strengthen support for staff so that they know how to consistently deploy themselves effectively.

Setting details

Unique reference number	113510
Local authority	West Sussex
Inspection number	10322367
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	52
Name of registered person	Happy Hours Pre-School Committee
Registered person unique reference number	RP523206
Telephone number	01293 519060
Date of previous inspection	14 November 2023

Information about this early years setting

Happy Hours Pre-School registered in 1976 and is located in Crawley, West Sussex. The setting is open from Monday to Friday, 8.30am until 2.30pm, during term time only. There are 12 qualified members of staff, six of whom hold relevant early years qualifications at level 3. The setting receives funding for early education for three- and four-year-old children.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- 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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