

Happy Faces Pre School

Inspection report for early years provision

Unique reference number	200610
Inspection date	21/11/2008
Inspector	Janet Ann Keeling
Setting address	Coleshill Road, Atherstone, Warwickshire, CV9 1BN
Telephone number	01827 718080
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Happy Faces Pre School opened in 1992 and operates from a church hall in Atherstone, Warwickshire. The group have access to a large playroom and an additional side room with associated facilities. There is access to a secure enclosed outdoor play area. The premises are accessible through the main entrance into the church hall. The group serves the local community and surrounding areas.

The setting is open each weekday from 09.00 to 11.30 term-time only, with an optional lunch session. The group is registered to care for 28 children on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. There are currently 32 children aged between two years and five years on roll. The setting supports children with learning difficulties and/or disabilities. The setting has established links with other providers which provide for children in the Early Years Foundation Stage (EYFS).

The pre school employs four staff, most of whom hold appropriate early years qualifications. The pre school receive regular support from the local authority.

Overall effectiveness of the early years provision

Happy Faces Pre School provides children with a friendly, welcoming and well-organised learning environment. Highly motivated and experienced staff know the children very well and work extremely hard to ensure children are happy and learn through valuable firsthand experiences. The flexible system of planning, together with sound observation and assessment procedures, ensures that children's learning and development are fully extended. The pre-school practice is fully inclusive, staff work closely in partnership with parents and other agencies to ensure children's needs are fully supported. Most required documentation is very well maintained, although minor amendments are required to ensure that the EYFS requirements are fully met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review and develop the assessment procedures to ensure children's starting points are clearly identified in order to plan for the next steps in their learning
- review and develop the risk assessment procedures to ensure they clearly demonstrate how identified hazards are minimised on a daily basis and make sure that written documentation is maintained
- review the children's admission records to ensure they contain all the required information.

The leadership and management of the early years provision

The pre school group is very well led and effectively managed. All recommendations from the previous inspection have been fully met and implemented. The self-evaluation document is still in its infancy, although, managers and staff are very aware of their strengths and areas for improvement and consistently strive to develop the early years provision. An effective recruitment and induction programme, together with comprehensive vetting procedures, ensures that all adults working with the children are suitable to do so. Ongoing suitability of staff is monitored through an effective appraisal system, whilst regular informal and formal staff meetings are held to ensure all staff have the opportunity to discuss their practice and any issues related to the children.

The staff work very effectively as a team; they are very enthusiastic, committed to their work and clear about their roles and responsibilities. The management team have successfully completed training on the EYFS and are proactive in ensuring that all staff are effective in supporting children's individual needs. All staff are fully aware of the local safeguarding procedures and have policies and procedures in place which are effective in safeguarding children.

The staff work very successfully with parents and carers, valuing their contributions as partners in the children's learning. There is a daily exchange of information between staff and parents, which ensures parents are fully informed about their child's learning and also ensures consistency for all children. Excellent links have been established with other agencies who are involved in supporting children's individual care and learning needs. All documentation is in place, although some minor amendments are required to ensure that the children's admission records contain all the required information.

The quality and standards of the early years provision

Children benefit from a well organised indoor and outdoor learning environment as well as from the staff's sound knowledge of how to develop children's learning through play. The planning is flexible; staff respond to children's individual needs and interests. They follow these through, ensuring children's continuous development is fully supported. Children have a very positive attitude to learning and respond enthusiastically to the full range of exciting activities and firsthand learning experiences provided. They have excellent opportunities to express their feelings, views and ideas. Staff observe children as they play and use the information gained to inform planning. However, on admission staff do not fully establish children's starting points which may impact on planning the next steps in their learning.

Relationships between staff and parents are warm and relaxed. The staff welcome informal contact with parents at the beginning and end of the session. They share information about the child's progress on a regular basis; parents take an active interest in their child's early education. The keyworker system is well established; staff spend quality time with their children, record their observations and children's

progress in their individual 'learning journey' folders. Parents spoke very positively about the care and education that their child receives in the pre school group. They said their children are very happy and settled in the group and that staff are very approachable, helpful and very knowledgeable about their child's individual needs.

Children are kept safe because staff have a good understanding of creating a safe environment where risks are minimised. However, whilst daily risk assessments are completed they are not recorded. Children are learning to keep themselves safe as they take part in regular fire drills and are gently reminded about safety issues whilst playing outdoors. Whilst on visits around the local community, children learn about how to cross the road safely as staff encourage children to use the highway code. Effective steps are taken to promote children's good health and well-being, including minimising the risk of cross infection and by following sound procedures when children are ill. Children are developing an awareness of healthy eating through topic work, food tasting activities and through talking to staff and their peers. Children are encouraged to be physically active and are beginning to understand the benefits of physical activity.

Children are enthusiastic and enjoy their learning as they make good progress towards the early learning goals in relation to their starting points, capabilities and interests. They are active learners, creative and think critically; they work independently and with each other. Children's behaviour is very good; they learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. They respond positively to the calm manner used by staff and to their well directed praise. Children are confident and engage easily in conversation, they have good opportunities to develop their speaking and listening skills. Children learn about the wider world as they engage in role play activities and visit the local community. For example, they visit the library, post office, train station and the church where they practised their 'nativity play'.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.