



Happy Tykes Preschool

Inspection report for early years provision

Unique Reference Number 200612
Inspection date 17 May 2006
Inspector Sally Elizabeth Lee

Setting Address Race Leys First School, Hurst Road, Bedworth, Warwickshire, CV12 8AD
Telephone number 02476 312 200
E-mail
Registered person Kay Gane
Type of inspection Integrated
Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Happy Tykes Pre-school opened in 1998. It operates from two buildings on the site of Race Leys Infant School in Bedworth. It serves Bedworth and the surrounding areas. There are four playrooms where children are cared for, as well as a kitchen, toilet areas and a fully enclosed outdoor play area.

The group operates from Monday to Friday from 07.30 to 18.00 hours, all year round and takes children from two and a half to eleven years. Children attend a variety of

sessions. Before and after school and holiday care is offered to children who attend Race Leys Infant and Junior schools. Children under school age attend sessions including breakfast club, morning and afternoons sessions, optional lunch club and after school sessions. There are currently 119 children on role including 70 children who receive funding for early education. The setting currently supports a number of children with special educational needs, and for whom English is an additional language.

There are 11 childcare staff who work with the children, nine of whom have a recognised qualification and two who are working towards a qualification. The setting receives support from the local authority advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children thrive because their physical, nutritional and health needs are met very well. They learn about the importance of washing their hands before eating and after using the toilet through the daily routines. Their independence is fostered by the provision of low level toilets and sinks which they can use safely. Staff are careful to ensure the environment is clean and they provide good role models for the children, ensuring they wash their hands and clean the tables before preparing the snack. However, they have not implemented new hygiene procedures in line with current guidance which has the potential to affect children's overall health.

Children benefit from the appropriately healthy snack provided during the session. They enjoy the fruit, breadsticks, crackers and cheese. Children attending the out of school club have a choice of cereals and toast for breakfast and a light snack after school. Children's individual health needs are recorded before they start at the group and staff are careful to ensure these are met. Children learn about the importance of a healthy lifestyle from the work done during group time as well as general discussion during snack and physical play.

Children enjoy physical play opportunities both in the outside play area as well as inside in the pre-school. They develop balance and co-ordination on the wide range of equipment for physical play which includes bats, balls, climbing frames, slides, trampolines and a parachute. In addition, children are encouraged to move imaginatively during ring games and song and rhyme sessions. Staff are beginning to use the 'Birth to three matters' framework to plan and provide physical play experiences for the younger children. After school children very much enjoy outdoor play, especially football.

Children are protected because staff are first aid trained and the first aid box is stocked appropriately. Medication administered and accidents are recorded carefully and consent to emergency medical treatment has been requested, ensuring parents are fully informed about their children's care.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a child-centred setting where they are generally safe, secure, happy and settled. The buildings meet the needs of the children very well. They are bright, attractive and welcoming with many posters and displays at child-height. Children are able to move around independently, have access to all types of play and have their care needs well met. Staff are vigilant and follow procedures which help to minimise risks and keep children safe. Risk assessments are in place and are reviewed regularly and these, together with daily safety check lists, ensure the environment is safe and secure. Children learn to keep themselves safe by practising fire drills and by talking, in carpet time, about why they should not run inside the setting, and why they should tidy away the toys. However, fire drills are not always recorded in the fire log which potentially compromises children's welfare.

Children use a wide range of high quality, inviting equipment for both indoor and outdoor play. Careful thought goes into the purchase of new equipment to ensure it meets the needs of the children as well as complying with the appropriate safety standard. Children benefit because the resources and play materials are cleaned and checked regularly for safety and hygiene.

Children are further protected by the very clear knowledge and understanding staff have of child protection procedures and by the detailed policy in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. They achieve well because staff are skilled and use their clear understanding of early years guidance, such as the 'Birth to three matters' framework and the Curriculum Guidance for the foundation stage, to provide good care and education for the children.

The children arrive happy and eager to participate. Young children make progress because staff know the children well and are sensitive to their individual needs. Close and caring relationships increase children's sense of trust and help them to settle well within the setting. Staff are very experienced and enjoy the company of the children in their care. They spend time talking to and playing with them. Early communication skills are supported through high quality adult and child interaction. Children begin to make sense of the world and express their ideas as they join in the wide range of activities.

Nursery Education

The quality of teaching and learning is good. Children are happy in the setting and have a very positive attitude to learning. They are motivated and work well together. They are developing good language skills and enjoy listening to books and stories. They are able to re-tell stories accurately and enjoy 'reading' well-loved stories to each other, for example, three children shared 'Dear Zoo', anticipating the scary,

scary snake and the jumpy frog. They contribute well to group sessions, but are learning to listen and to sit quietly and concentrate when appropriate. They are beginning to recognise letters and numbers and to write their own names. Children use their imagination in role-play and art and design. They act out stories, showing great enjoyment in imagining the 'squelchy mud', the 'dark forest', and the 'swishy grass' while going on their 'bear hunt'. They experiment with different media, mixing paint in a large tray with their hands, pouring flour, making patterns in shaving foam and creating clay models. They enjoy learning about the world around them, and took special delight in the visit from 'Zoolab', describing in detail the mini-beasts they had seen. However, the range of festivals and cultures covered by the children is quite limited and this has the potential to limit their knowledge and understanding of their own cultures and beliefs and those of others.

Staff have developed good systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning. Organisation of space and resources is effective and children are encouraged to develop independence in their personal self-care and in their ability to access resources. However, although children's progress is assessed regularly, there is no system in place to evaluate individual activities and this has the potential to affect children's overall development. Children are learning the difference between right and wrong from the good example set by the staff and by the graphics displayed throughout the pre-school. They learn to share and take turns, for example, passing a drum around a group of three children, taking it in turns to play, without any adult intervention. Staff manage behaviour quietly and consistently and consequently children behave very well. Overall children are making good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children are able to play a full part in the setting because staff value their individuality. Children's likes, dislikes, fears and special needs are discussed and recorded before they start at pre-school and so they settle well and enjoy their time there.

Children behave very well. They benefit from the calm and consistent way staff manage behaviour. They are encouraged to share and take turns and they are learning the difference between right and wrong. They talk about how they, and other children, feel during group time and are learning to think about the consequences of their actions. Children play together harmoniously and this is encouraged by the sensitive planning by staff which ensures activities for the children encourage them to work together. For example, the role play area becomes a hairdressers, encouraging young children to interact and co-operate. Staff provide good role models for the children and use praise well, rewarding children with comments such as 'good boy for listening'. They have high expectations of the children and behaviour is good.

Children have opportunities to learn about themselves as part of wider society through the sound range of books and resources which have positive images of

diversity, and through the celebration of a limited range of festivals. Visitors are welcomed into the group to widen children's learning and the 'Zoolab' is a particular favourite. All children are included in the activities and routines and children's individual needs are well met. Children with special educational needs are included in the activities and staff are careful to ensure their needs are met. Children are encouraged to respect and value themselves and each other, and this approach fosters children's spiritual, moral, social and cultural development.

The good partnership with parents and carers which has been developed contributes significantly to the children's well-being and enriches their time at the setting. Children benefit because parents receive regular information through newsletters, parents notes and displays on the notice board. Information about children's routines, needs and interests is actively sought before care begins and parents benefit from the welcoming atmosphere and good relationships they have built up with staff. Daily verbal feedback as well as regular 'Come and Play' weeks help parents to feel involved in their children's learning.

Organisation

The organisation is good.

Children benefit from the commitment of the staff to meeting the individual needs of the children. Staff are qualified and experienced and work very well together as a team. They are sensitive to the children and make their care and education their first priority. They are encouraged to undertake regular training and take on new initiatives such as the 'Birth to three matters' framework. Standards within the pre-school are monitored carefully by the management and there is very clear commitment to improve and develop the care and education provided. There is a clear recruitment and vetting procedure in place for all staff. The quality of the leadership and management of the nursery education is good.

Staff are well organised to ensure the recommended ratios of children and staff are maintained at all times and there is a clear procedure in place to record children and staff attendance. The buildings have been designed and set up to allow children to develop personal independence and to give them opportunities in all areas of play and learning. Children and parents benefit from the effective key worker system in place in the pre-school.

All the legally required documentation which contributes to children's health, safety and well-being is in place and is made accessible to parents and staff. Overall the setting meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the provider was asked to comply with any recommendations made by the fire officer and to increase the security of the front door. Children's safety has been improved because these actions have been completed. They were also asked to improve the organisation of whole group activities and to improve support for children and families for whom English is an additional language. Whole

group activities are now quite short and children spend time in smaller groups which helps to ensure the needs of all the children are met and support for families for whom English is an additional language has improved.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004. 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure food hygiene procedures comply with current guidance
- ensure fire drills are recorded.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop systems to evaluate activities and make sure this information informs future planning
- develop children's knowledge and understanding of their own cultures and beliefs and those of other people.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk