

Happy Tykes Preschool Ltd

Inspection report for early years provision

Unique reference number 200612
Inspection date 03/10/2011
Inspector Karen Cooper

Setting address Race Leys First School, Hurst Road, Bedworth,
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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Happy Tykes Preschool opened in 1998. It operates from two buildings on the site of Race Leys Infant School in Bedworth. The setting serves the local and surrounding areas. Children have access to four playrooms and a secure outdoor play area.

The setting is open each weekday from 7.30am to 6pm for 49 weeks of the year. A maximum of 57 children may attend the setting at any one time. Currently there are 97 children on roll from the age of two to 11 years, 59 of whom are in the early years age group. Before and after school and holiday care is offered to children who attend Race Leys Infant and Junior schools. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 10 members of staff who work with the children, of whom nine hold an appropriate early years qualification. Two members of staff are working towards an early years degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the setting and make good progress in their learning and development. They are cared for and play in a stimulating, safe and secure environment. Exemplary partnerships with parents, carers, the local school and other agencies ensure that children's individual and additional needs are exceptionally well met. Policies and procedures are mostly effective. Strategies for monitoring and evaluating the setting to help staff identify areas for continuous improvement are effective.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 17/10/2011

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

- develop further the processes for undertaking sensitive observational assessments in order to plan to meet children's individual needs and next steps.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety are effectively protected as staff have a good understanding of child protection. All staff receive regular safeguarding training and some are experienced in attending case conferences and reviews which help to protect children from harm. Detailed safeguarding policies are in place and staff have a robust understanding of their responsibilities and procedures to follow should they have concerns about a child in their care. Robust vetting and recruitment procedures ensure children are cared for by suitable adults. The staff are well deployed, resulting in a good standard of care. They group children effectively with key workers in small groups. This promotes consistency and enables children to build effective relationships. The staff go to a great deal of effort to ensure that the individual needs of all the children are met. They are committed to inclusion and are enthusiastic about undertaking training to support children's individual needs. Children are cared for in a secure environment and written risk assessments have been implemented to cover the whole of the premises. However, although the record of risk assessment includes some outings, each specific outing has not been risk assessed to ensure children's safety is fully protected, resulting in a breach of requirements. Indoor and outdoor space is effectively organised, creating a welcoming, stimulating and child-friendly environment which allows children to make independent choices about their play.

The staff are well qualified and work well as team. They are committed to developing their knowledge and skills, and effective systems are in place help to identify their training needs. For example, several are completing early years degrees. Management lead and encourage a culture of reflective practice. Ideas for continuous improvement are clearly identified by the management team, staff and parents and from listening to the children. The recommendations from the previous inspection relating to food hygiene and fire drill procedures, evaluation of activities and children's understanding of other cultures have been fully addressed. Therefore, outcomes for children have improved.

Exceptional partnerships between parents and carers are in place, and they are highly valued as an integral part of the setting. Parents are fully included in their child's care and learning, and many systems are in place to involve them in the day-to-day life of the setting. For example, parents receive a copy of the setting's booklet, complete questionnaires and are invited to informal meetings and special events. Each day staff talk to parents individually about what their child has been doing and suggest ways that they may extend and continue this at home. For example, books and mascots are sent home with the children to share and enjoy with their families. Parents contribute to their child's profile and complete an 'all about me' document, which is used and shared with staff during settling-in time for the children. The effective two-way flow of information between the setting and parents keeps them very well informed and helps ensure children are cared for safely and in accordance with parents' wishes. Excellent links are formed with the local schools, healthcare professionals, integrated disability service and local authority staff. This practice aids transitions and enhances professionalism. Staff skilfully and effectively support and promote children's acceptance of equality and

diversity by ensuring the uniqueness of each individual is valued and all children are fully included in all activities.

The quality and standards of the early years provision and outcomes for children

The setting offers a good range of age-appropriate toys and resources to aid children in their learning and development. It provides opportunities for active learning in all areas, both indoors and outdoors. There are a good balance of child-initiated and adult-led activities, with easy free-flow from indoors to outdoors. A safe, stimulating and enabling learning environment successfully supports children's play and exploration. Planning is detailed with flexibility, allowing for children's individual interests. Learning journals are particularly well presented and show the variety of activities that children join in with. The staff observe the children as they play and record what they can do. However, the information gained from the observations is not sufficiently used to help plan the next steps in children's learning. Good, warm and caring relationships between staff and children are evident. Children are valued and the staff help them to feel good about themselves by frequently providing support, praise and encouragement, while managing their behaviour well. The staff encourage children to use 'kind hands', be considerate of others, share and take turns. Children's efforts are rewarded with lots of smiles, praise and stickers. This helps build children's self-esteem.

Children are happy and enjoy themselves and are engrossed in activities which they choose. They have great fun exploring different textures during craft activities. For example, they make a collage using various items, manipulate salt dough into different shapes and explore their senses using mashed potato to make patterns and printing with sliced apples. Children love using their imagination during role play and show an interest in pretending to be a doctor, nurse, patient or receptionist. Children respond excitedly to a wide range of creative activities. They sing, move and dance with gusto to familiar songs and are helped to understand that exercise keeps them healthy. Children have good opportunities to develop their understanding of the natural world as they search for insects and use magnifying glasses to examine them, and undertake tasks in caring for eggs as they hatch into chicks. Children benefit from a well-resourced outdoor area which offers children further opportunities to use a wide variety of tools, toys and equipment covering all abilities and develop their physical skills. Children have access to computers and a range of programmable toys to stimulate and extend learning and develop valuable skills for future learning. Children's communication skills are promoted through pictorial signs which include photographs of children in their area, developing their sense of belonging and identity. Effective labelling enhances children's understanding of the written word. Children enjoy sharing books, which they access independently, and listening to a familiar story. They benefit from consistent opportunities for mark making, and through daily routines have a variety of opportunities to develop their simple problem solving skills. For example, they join in number rhymes and count each other at 'hello' time. A range of activities and resources which portray positive images help children to learn about diversity. They celebrate special days and events, taste foods from different

countries and join in role play.

Children's learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. Children follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill, and all staff are trained in administering first aid. Children develop a good understanding of healthy eating. Food provided by parents is stored appropriately and children can access fresh drinks throughout the day. Mealtimes are relaxed social occasions when children and staff sit together around the table to enjoy their food and each other's company. Staff are fully aware of each child's individual dietary needs and ensure these are met.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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