

# Happitots Community Pre School

Chapel St. Leonards GM Primary School, Amery Way, Chapel St. Leonards, SKEGNESS, Lincolnshire, PE24 5LS

<b>Inspection date</b>	03/06/2013
Previous inspection date	30/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children benefit from a highly stimulating and challenging setting which fully promotes their independence and creativity. They are happy and enthusiastic learners who are eager to join in.
- Staff have an excellent knowledge of how children learn, and provide a rich, varied and imaginative educational programme. Children's development is very well monitored and their next steps in learning are accurately identified and well planned for.
- Excellent partnerships with parents, carers and other professionals are extremely effective at ensuring children make rapid progress in their learning and development given their starting points.
- The management team are committed to the continuous development of the provision, using a consistent and robust system of self-evaluation. As a result, a dedicated and motivated staff team work very closely together to ensure children benefit from a continually improving provision.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's activities in the main playroom and outdoor area.  
The inspector held a meeting with the managers of the setting and spoke at appropriate times to staff throughout the sessions. A joint observation of staff's practice took place.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

## Inspector

Carly Mooney

## Full Report

### Information about the setting

Happitots Community Pre-School was re-registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It operates from a children's centre on the grounds of Chapel St Leonards Primary School, Chapel St Leonards, Lincolnshire. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday term time only. Sessions are from 9.15am until 3.15pm. Children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- incorporate the cultures and beliefs of children further into the setting through extending resources, celebrations and experiences.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are motivated and keen to learn in this highly stimulating and inclusive setting. They are highly respected as individuals and staff demonstrate a clear knowledge and understanding of children's learning needs. Thorough discussions with parents at the beginning of children's placements, mean that staff are able to plan effectively for each child right from the start. Their ongoing needs are also particularly well catered for as a thorough exchange of information takes place consistently with parents throughout their children's pre-school life. Children make excellent progress in their learning and development due to the fantastic support and teaching provided by all staff. Child-initiated play is fully recognised and enhanced. For example, when cardboard tubes become a train, staff engage children in conversation about where they are going and what they are going to do when they get there.

Key persons plan effectively for children's next steps in their development but also embrace children's thoughts, ideas and interests. For example, they provide cameras for children to take pictures of interesting items, after they show curiosity with taking pictures

of a fossil a child had brought in to show. Learning journey records provide an excellent account of children's time in the setting and are regularly shared with parents, so they are aware of their progress. Parents regularly contribute to their children's assessment through sharing observations from home and keeping diaries of their activities during holiday times. Parents are encouraged to complete regular craft activities with their children and are provided with the resources with which to do so. Thorough assessment and tracking of children's development means that next steps in their learning are very precise and prepare children extremely well for their next stage of their learning, such as starting school.

The setting is well resourced and organised very well to promote children's independence. All children move freely between indoor and outdoor play areas as they wish and select and use resources to support their play. For example, children access the water tap to fill their buckets and watering cans freely during water play. They select paints from the painting table to decorate a rocket they have made from tubes and plastic cones in the garden and decide on using sticky tape to hold it all together. Young children happily explore the environment at their own pace, identifying risks and learning to solve their own problems. For example, they stop, bend down and remove a toy from the obstacle course children have made so they can pass safely. Older children are encouraged to make their own decisions and are well supported by staff who ask 'what', 'how' and 'why' questions, that expand their thinking skills. For example, staff ask, 'what could we do if the water tray is too full?' and 'how could we remove the water?' after a child realises that the water pouring down the guttering is spilling over the edge of the tray.

Staff work closely with children's families and outside professionals, such as occupational therapists and speech and language support, regarding children in their care, to fully support their development. Children are able to effectively gain an understanding of diversity and an appreciation of other people subtly through their play, discussions with staff and the variety of resources provided. Staff recognise the backgrounds of the children who attend the setting and are considering how they can further embrace their beliefs and cultures into their play, to further enhance this aspect of learning.

### **The contribution of the early years provision to the well-being of children**

A highly effective key person system means that staff get to know children and their families extremely well. They develop a deep appreciation of children's backgrounds, strengths and interests, which enables them to support and promote children's well-being to a high standard. Children's emotional development is continually promoted as they develop secure, trusting relationships with staff. This enables children to feel safe and secure within the setting. For example, they reach out to give their key person a cuddle as they pass and welcome the interaction in small group activities, such as reading stories in the book corner. Daily verbal information is exchanged with parents of all children so that changing needs are constantly met. Children of all ages demonstrate high levels of confidence and self-esteem. They approach staff with ease and learn to cooperate very well with their peers, for example, as they work together to fill their bucket of water, deciding between them who will hold the bucket and who will turn the tap. Close relationships have formed with peers, as they give each other spontaneous hugs and

cuddles during their play and become excited when their friends arrive. Children's work is attractively displayed on key persons' boards, including items they have made at home, which gives them a very good sense of belonging. Secure relationships are in place with several local schools to aid a smooth transition. Staff take children on visits to their school and they attend events, such as an Easter hat parade. Reception teachers visit the setting and liaise closely with key persons regarding children's well-being and development prior to starting school.

Children are extremely relaxed and confident due to the excellent nurturing and care from staff. Their needs are consistently met and staff praise and acknowledge their progress and achievements, which encourages high levels of self-esteem. For example, staff clap and tell them they are 'fantastic' when children successfully walk on bucket stilts across the outdoor area. Children are familiar with rules and routines and the setting's golden rules, which they are reminded about each day during circle time. They tidy away toys with enthusiasm when the bell is rung, which helps instil a sense of responsibility.

Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and through outdoor physical play opportunities. For example, bread crates used as part of an obstacle course provide excellent physical challenge for younger children and help them gain an understanding of using equipment safely, as they negotiate the course. Children help themselves to healthy foods, such as fruit at snack time and grow peas, tomatoes and potatoes outdoors, which they tend to themselves.

### **The effectiveness of the leadership and management of the early years provision**

Leadership and management within the setting is very well embedded. This ensures staff work at a consistently high level to provide an excellent pre-school provision for all children. Staff have developed a robust understanding of their responsibilities in meeting the learning and development requirements and frequently access training to continually enhance the skills and practices that are already in place. Thorough systems for self-evaluation highlight the setting's strengths and areas for development and are used as an ongoing and highly valuable tool to enhance the care provided. There is an effective system for regularly monitoring practice, including peer on peer observations, and weekly staff meetings allow staff to constantly reflect on the needs of the setting and children as a whole.

Robust strategies are in place to safeguard children, strengthened by very secure partnerships with families and other agencies. All staff are trained to a high level and have an excellent understanding of local safeguarding procedures. Safeguarding is regularly discussed during staff meetings and forms part of staff's supervisions each half term. Clear recruitment and vetting of staff, helps to ensure children are cared for by a suitable staff team. Thorough induction procedures, enable staff to have a clear understanding of their roles and responsibilities and the general running of the setting. Highly comprehensive risk assessments, ensure children play in a safe and secure environment and staff are well deployed across the setting, both inside and outside, so that children are constantly supervised in their play. Accidents and injuries are effectively recorded. Staff monitor

these records on a regular basis to address any possible hazards within the setting and the steps taken to minimise them.

Partnership working with other professionals and agencies is well established and used effectively to support children with special educational needs and/or disabilities. Staff have built excellent working relationships with parents and value their active contribution to their children's life whilst at the setting. Parents attend interactive sessions each month and regular play weeks. For example, they join in with trips to the beach and visits from the fire brigade, police and local coastguard. Staff demonstrate a very good understanding of the benefits of working closely together to meet children's needs. Parents speak very highly of the setting and praise the wonderful staff.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY404904
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	920568
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	38
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	30/01/2012
<b>Telephone number</b>	01754 875186

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

