

Happitots Community Pre School

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

Inspection date	24/06/2013
Previous inspection date	30/01/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and content to be in the care of staff, making friends easily and settling swiftly upon arrival.
- Children participate in a suitable range of activities that are interesting and provide sufficient challenge.
- Children have the opportunity to meet members of their community, including the police, fire brigade and coast guard.

It is not yet good because

- Appropriate authorities have not been notified in the case of a serious accident to a child. This means children's safety may be compromised.
- Home languages are not fully embraced within the pre-school. This means children's linguistic diversity is not supported as well as possible.
- Engagement with parents is weak, this means they are not fully informed about their child's time at the pre-school.
- Staff do not encourage children to write for a purpose during art activities, which means their progress in this area is not as effective as possible.

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 looked at a representative sample of children's records and documentation relating to the management of the pre-school.
- The inspector observed a range of activities in both playrooms and outdoor play area.
- The inspector read the self-evaluation prior to the inspection.
- The inspector held meetings with the management team as well as staff and parents.

Inspector

Jan Healy

Full Report

Information about the setting

Happitots Community Pre School was re-registered in 2010 but has been operating for over 20 years. 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 has strong links with the school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday, during term time. Sessions are from 9.15am until 3.15pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 38 children may attend the pre-school at any one time. There are currently 60 children attending, who are within the early years age range. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The pre-school employs eight members of childcare staff. Of these, most hold appropriate early years qualifications at level 2 and above.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- build a strong partnership with parents to enhance two-way communication for the benefit of children
- improve knowledge and understanding of notification requirements, with specific regard to notifying Ofsted about serious accidents that occur at the setting.

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

- display lists of words from different home languages and invite parents to contribute to them to support children's learning
- support children in writing for a purpose, such as putting their name on their artwork.

Inspection judgements

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

Children are happy to be in the care of staff, due to their close relationship, leading to them feeling safe and secure. Staff have a sound understanding about how to promote the learning and development of young children. They work reasonably well with most parents, when encouraging them to contribute to children's initial assessments. Such information then enables staff to plan a sufficient range of interesting and challenging activities. Some activities include parental participation, such as organising a 'fun day', with all gathering for a picnic. Although, staff do not work in partnership with parents to incorporate children's home languages within their play, such as displaying words in children's first language. This means their cultural diversity is not valued as well as possible. Children who have special educational needs and/or disabilities can participate in all activities available, both indoors and outdoors, due to staff making sufficient adaptations if required. They work closely with outside agencies to seek further support and advice when necessary. Parents report that they are kept up to date about the progress children are making.

Children are making sufficient progress in relation to their starting points and pattern of attendance, due to staff having a fair understanding about how young children learn. Staff plan interesting activities that focus on the prime areas of learning. For example, arranging a 'beach hut' in the outdoor play area, where children sit in comfort and chat with their friends. When children exhibit strong feelings, such as temper tantrums for example, staff acknowledge their feelings and work with them to resolve conflict. Staff are helping to further children's communication and language by encouraging them to participate in repetition, rhythm and rhyme, for instance, during story time and when reciting songs. Staff encourage children to share their experiences, such as when a child brought in a fossil found on the beach. This led to children asking questions, with staff providing answers in age-appropriate language. Children have many opportunities to take part in physical play, such as climbing apparatus and they go for walks to the beach, where they collect shells for their sand tray. Staff also plan for children's specific areas of learning. They organise various activities that involve mathematical language, such as 'more' or 'less' when adding flour to make play dough. They display numerals in purposeful contexts and take the opportunity to count during registration. Staff introduce children to 3D shapes when making rockets and flying saucers. Writing materials are accessible, although, staff do not encourage children to write for a purpose, such as their name on their artwork. Therefore, literacy and writing skills are not fully promoted. A broad range of picture books stimulates children's interest in literature and they enjoy listening to stories read by staff. Children develop positive relationships with members of the local community, such as, the fire brigade, coast guard and the police. Staff further children's understanding of the natural world when playing outdoors, such as investigating the effects of wind with the use of flags. Children enjoy listening to music and participate in playing various instruments, they also enjoy painting.

Children are making sound progress in their learning and development. Staff spend the majority of their time chatting and playing with children, such as when interlocking

jigsaws. They ask open-ended questions and provide explanations in language that is easily understood. They respond well to challenging behaviour, such as by distracting children's attention. They provide sufficient challenge for the older and more able children, as well as adapting activities to suit those who require additional support. Staff respect children's learning styles and recognise that some children learn better outdoors, therefore, the outdoor play area is readily available at all times and includes an undercover area for inclement weather. Children are learning to solve problems during play, for instance, adding water to sand to make shapes. A fitting key person system supports children in acquiring the skills needed for their next stage of learning, including their readiness for school.

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

Children arrive happily and separate from their parents with ease. This is due to staff establishing a fair key person system that enables children to form secure attachments. Staff work in partnership with parents to ease the transition from home, with a negotiable settling-in period arranged for the benefit of children. They gain necessary information from parents about children's likes and dislikes, as well as their interests, in order to plan a reasonable range of challenging activities. The playrooms are bright, airy and well-resourced, making for a welcoming environment that supports learning and development appropriately.

Older children are developing an understanding about the importance of leading a healthy lifestyle when making fruit salads and have the opportunity to taste foods from around the world. Children are learning about the benefits of exercise and have the advantage of accessing physical play each day. They are learning about the importance of self-care, which helps to raise their confidence, such as making use of resources independently and returning them appropriately. The welcoming environment and quality resources helps to engage children's interest. Staff promote acceptable behaviour and encourage older children to share and to take turns, with younger children showing signs of developing this behaviour.

When on trips and outings, staff teach children to keep themselves safe, for example, when crossing the road. When in the pre-school, staff teach children to remain safe, for instance, when climbing.

Staff are good role models, giving consistent messages, which leads to children learning to manage their own behaviour, due to consistent messages being given by staff. Older children are aware of the 'rules', reminding younger children, for example, not to run when indoors, as this could cause an accident. Children are learning about right and wrong and about why it is important to be kind and helpful to their friends. This is achieved through discussions that take place during group time.

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

This inspection was carried out following concerns being raised with Ofsted about an incident that occurred at the pre-school during which a child sustained an injury. The concerns relate to the supervision of children, staff ratios and deployment. In addition, they relate to how accidents are managed, how risks are assessed and communication with children's parents and carers. The inspection finds that reporting requirements are not fully understood by the management team or staff. This has resulted in the management team failing to notify the appropriate authorities of a serious injury. Although, this resulted in no impact on the child, it is an offence and means a requirement is not met on both the Early Years Register and the compulsory part of the Childcare Register. Staff are aware of how to safeguard children and how to recognise abuse, they also know who to report any concerns to. Required documentation is in place and risk assessments ensure the premises and equipment are safe for children. Staff supervise children well to ensure safety is maintained and ratios are met.

Partnership with parents is weak; this results in them not knowing enough about what happens during their children's time at the pre-school. Some parents report that their children are 'very happy', but others report that there are 'too many accidents taking place, without a suitable explanation being given'. However, inspection of the accident records shows that they are appropriately completed. During the inspection, staff deployment was observed to be good, with children being appropriately supervised. Parents report a lack of communication between parents and staff, resulting in them feeling it necessary to quiz and question their children about events that have taken place. Staff do, however, help parents to continue their children's learning at home, with the provision of 'sharing bags'. For example, each bag contains material for children to make a flower at home. Regular newsletters are readily available and parents have the option of attending a parents evening, to enable them to discuss children's progress with their key person.

Staff work well with outside agencies and attend review meetings, which benefit those children with special educational needs and/or disabilities. They also establish links with other settings in the area that children also attend, in order to forge consistency of care and learning.

A method of self-evaluation takes into account the views of children and staff, although, parents report that they are not involved in this process to help drive improvement that supports children's achievement over time. When staff identify weaknesses, an action plan is drawn up to tackle and support continuous improvement. A sufficient system for performance management is applied, leading to a programme of professional development, which helps staff to improve their knowledge and understanding and practice within the pre-school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of any serious accident to any child while receiving childcare (compulsory part of the Childcare Register).

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

Unique reference number	EY404904
Local authority	Lincolnshire
Inspection number	924184
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	60
Name of provider	Pre-School Learning Alliance
Date of previous inspection	30/01/2012
Telephone number	01754 875186

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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.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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