

Happy Valley Pre-School Ltd

West Bromwich Community Centre, Gayton Road, WEST BROMWICH, West Midlands, B71 1QS

Inspection date

Previous inspection date

16/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

2

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 requires improvement

- The staff team have a good understanding of how to meet the learning and development needs of children. This enables them to plan and provide a good range of activities that cover all areas of learning.
- A well-established key-person system helps children form secure attachments and supports engagement with all parents.
- Partnerships with parents, external agencies and other providers are well-established and make a strong contribution to meeting children's needs.
- The management exhibit a strong drive for continual improvement. They embrace self-evaluation processes to identify strengths and weaknesses within the pre-school. This process takes into account the views of staff, children and their parents, with an action plan implemented to address any weaknesses.

It is not yet good because

- The safeguarding policy and procedure does not include an explanation of the action to take in the event of an allegation being made against a member of staff.
- There is scope to extend opportunities for children to develop personal independence within snack time sessions.
- There is scope to enhance the outdoor environment to further support children's all-round development.

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.

Inspection activities

- The inspector observed staff and children's interactions in a wide range of both adult-led and child-initiated play experiences, within both main playrooms.
- The inspector held a meeting with the manager, talked to staff and carried out a joint observation with the manager during an adult-led activity.
- The inspector looked at various documents, including policies and procedures, children's records, planning and evidence of staff suitability and safeguarding procedures.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Preston

Full report

Information about the setting

Happy Valley Pre-School originally opened in 1993 and re-registered with Ofsted as a Limited Company in 2012. The pre-school is registered on the Early Years Register and operates from rooms within a community centre in West Bromwich, West Midlands. The premises are easily accessible. The pre-school operates from two main playrooms and there is an area available for outdoor play. The pre-school employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with level 4 and one with level 6. The pre-school opens Monday to Friday, during school term times. Sessions are from 9.15am until 12.15pm and 1pm until 4pm, with a wrap-around service also operating from 8.40am until 4pm. Children attend for a variety of sessions. There are currently 86 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 children who speak English as an additional language and children with special educational needs and/or disabilities. The setting is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- ensure the safeguarding policy and procedure include an explanation of the action to take in the event of an allegation being made against a member of staff.

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

- extend opportunities for children to develop personal independence within the snack time session
- review the outdoor play environment to further support children's all-round development.

Inspection judgements

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

Children are happy and content in this friendly, welcoming pre-school. The quality of teaching is good as staff provide a wide variety of interesting and challenging activities and experiences to promote children's learning and development in all areas. They provide a balanced range of adult-led and child-initiated activities throughout each session. Prior to admission into the pre-school, staff obtain information from parents about each child's

background, starting points and needs. This ensures staff know children well as they are settling-in. This helps children to feel valued and respected, enabling them to reach their full potential. Staff have a good knowledge and understanding of the Early Years Foundation Stage and understand that children learn best through play. As a result, children make good progress in their learning and development. Assessments of children are effective and enable staff to plan activities that reflect children's interests. The completion of the required progress check for children aged between two and three years helps to ensure their progress is monitored. The secure key-person system allows a successful engagement with parents and secures effective, targeted strategies for children as a result. Systems to support children who speak English as an additional language are embedded into practice to successfully support children in learning English in conjunction with their home language. Positive images, resources and activities that reflect diverse cultures and abilities are incorporated into everyday activities to meet the individual needs of children.

Children learn skills, which help to prepare them for the next stage in their learning. All children have access to mark making tools, such as, paint, chalks, pencils and crayons. They independently select different resources to make marks on paper and chalkboards, which supports their early writing skills. They draw lines and circles, begin to form letters and start to write their names. Staff take the opportunity to sound out letters and identify letter shapes, both within group discussion times and routinely within the session. This helps children to make further connections in their learning. Children's mathematical development is supported well through a range of planned and self-chosen activities. For example, children learn about numbers and counting as they identify what date it is. They learn about shape and size as they use their imagination, building creations with bricks. Staff join in with children's play and provide positive interactions to support children's progress. For example, they show children how to use equipment appropriately, extending play through the use of open-ended questioning and by modelling play. A good range of small world and role-play resources provide children with opportunities to try out different roles. They act out roles connected with the circus theme created in the older children's room and they dress up as super heroes, fairies and pirates in the younger children's room. Staff ably foster children's communication skills. There is a consistent buzz of conversation and staff chat easily to children, helping them to become increasingly confident and articulate. For example, during snack time, children and staff sit together and their discussions include events children have experienced at home with their families. Children have opportunities to access outdoor play at different times during the day. They use their physical skills to balance, climb and negotiate spaces. Books are easily available and children confidently sit in the cosy area sharing them with staff and their friends.

Staff are confident in observing children's progress and assessing their developing needs. They effectively identify the correct developmental age bands that children are working within and subsequently their next steps in learning. They use this information very well to plan for children's individual learning needs. Each child has a learning journal with lots of photographs of activities they engage in and examples of their own creative work. Parents contribute to their children's progress records by sharing information about their children's learning at home. They know who their child's key person is and attend parents' evenings and hold daily discussions with staff about their child's development and what they are learning. Older children also have homework books, suggesting activities for them to

complete with parents at home. This helps parents to support their children's learning at home and involves them in their child's continued progress towards the early learning goals in preparation for school. Children confidently move between the resources and activities provided for them. The routine is very flexible to enable children to follow their own interests. As a result, they enjoy the freedom to explore and become deeply involved in activities of their choice. For example, children enjoy creating clown faces and decorating super heroes within art and craft activities. Staff confidently talk about children's skills and abilities and explain how they provide experiences to support and extend individual learning and development. They follow children's lead showing interest in everything they say and do. Children who have special educational needs and/or disabilities have a high level of support, which ensures that those children who are or could possibly fall below their expected levels of development receive targeted and individually tailored support.

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

Children are provided with a warm and welcoming environment. Staff take the time to give a personal greeting to each child as they arrive, to ensure that they feel comfortable and secure as they enter the pre-school. As a result, children separate easily from their parent or carer and immediately begin playing with the toys. Throughout the session, staff give reassurance to children if they have an accident and offer praise and encouragement for achievements. This promotes children's emotional well-being and enables them to feel comfortable. Gradual settling-in procedures for new children are in place and visits are negotiated between parents and staff to meet individual family needs. An effective key-person system is in place to ensure that children's needs are met even if their consistent key person is not available to care for them. This fully supports children's emotional well-being. Parents know who to approach if they have a concern about their children. They are complimentary about 'warm and friendly staff' and say their children are 'very happy in the pre-school'. Staff know children well and children feel safe and secure spending time with them. All children feel a strong sense of security, evidenced by their close interactions with staff. Children respond well through knowing that caring staff value them. They express their own needs and views during the session, for example, sharing what they like doing at pre-school and asking to use the bathroom when required.

Children are encouraged to develop their personal hygiene and independence skills and to recognise their own needs in preparation for starting school. For example, children wash their hands and select their own resources during child-initiated play. However, opportunities to further extend children's personal independence are not available during snack time sessions, as children are not encouraged to pour their own drinks or serve their own snacks. Children learn about healthy eating in a variety of ways. For example, in the younger children's room they share a story about a caterpillar and discuss the different foods he eats; they identify what is good for him and what is not so good. This helps to extend children's understanding of healthy options. Staff work with parents to encourage them to provide a healthy, well-balanced packed lunch. These are placed straight into the fridge in the morning, which helps to keep them fresh.

Staff promote a calm and friendly atmosphere. The well-organised routines and clear expectations mean that children know exactly what is expected of them. For example, children understand that they have to listen to staff when the tambourine is played. Staff sensitively support children if their behaviour is inappropriate, using positive reminders, such as 'we must be kind to each other'. Children have good relationships with each other and with staff and they enjoy themselves at the setting. They move around the environment with care and clearly demonstrate that they understand how to stay safe and behave appropriately. For example, they walk carefully between the indoor and the outdoor environment. Staff teach children about other aspects of safety, for example, how to use scissors appropriately. Staff clearly demonstrate that they have thought through how they would deal with safeguarding issues in order to keep children safe in their care. However, not all required information is included within the safeguarding policy to ensure that the focus on what needs to be done to fully protect children is strong enough, particularly should an allegation be made against a member of staff. The indoor space is well-laid out and provides a range of activities, which cover all areas of learning. Children move around easily and become absorbed in their play without interruption. The outside space includes a fenced area, where children can access resources and develop physical skills. This promotes their good health as it provides regular access to fresh air and exercise. However, there is scope to improve the outside space to make it more inviting and enhance opportunities across all areas of learning.

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

Management understand the majority of their responsibilities to meet the safeguarding and welfare requirements of Early Years Foundation Stage. As a result, staff understand and implement safeguarding procedures generally well. They are aware of relevant strategies should they be concerned about a child's welfare or safety. All staff have recently attended safeguarding training and understand the whistle-blowing policy, which they can follow if they have concerns about another member of staff. All staff know what to do if a child is injured, as they have attended current first-aid training. However, the safeguarding policy does not contain all elements required, as it does not include the action to be taken in the event of an allegation being made against a member of staff. This means that a legal requirement is not fully met and both staff and parents are not being made fully aware of all procedures that would be implemented, in order to effectively safeguard children. All other required policies and procedures are effective and are readily available to parents, so they understand how the pre-school operates. Suitable recruitment and vetting procedures ensure staff are safe and suitable to work with children. Risk assessments cover all areas of the pre-school and daily safety checks are completed. For example, there is a designated member of staff responsible for closely monitoring access to the pre-school as children are dropped off and collected from each session. This ensures that children's safety is actively promoted.

There is a good team spirit amongst staff and they are fully aware of their roles and responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Staff meetings are used to share information and ideas and to ensure

they are kept up-to-date with any relevant changes. The manager has a good understanding of her role in monitoring and evaluating the teaching and learning in the pre-school. She has a good understanding of the learning and development requirements, monitoring staff practice through observation and appraisal systems that help identify future training needs. This supports children to make continually good progress in all areas in a well-organised learning environment, where activities are clearly linked to children's developmental needs. The staff team consistently track children's progress and quickly identify any gaps in children's learning in order to provide appropriate support to facilitate closing these gaps and consistently moving children through the developmental bands.

There is a strong drive in the pre-school to provide the best possible care for children, so that they thrive and learn in an enabling environment. Self-evaluation is generally effective as the staff and management team are reflective practitioners and continually appraise the activities they provide. All staff are involved in the evaluation of the pre-school's strengths and areas for improvement and the views of parents and children are valued in this process. This enables the manager to have an overview of the quality of the early years provision. Additionally, the pre-school develops an action plan to address any weaknesses, detailing what further improvements they want to make. This shows that they have the capacity to continue to improve and develop the environment and the care and learning available to children. The partnership with parents is successful and ensures children get the support they need. A wide range of information is provided in most instances for parents, including accessible policies and information about the Early Years Foundation Stage. A daily two-way flow of information and regular parents' evenings ensures staff and parents share an understanding of children's needs. The manager and staff work effectively with other professionals and settings that children attend to promote consistency in children's experiences and in order to support children with special educational needs and/or disabilities and their families.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY443991
Local authority	Sandwell
Inspection number	809920
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	86
Name of provider	Happy Valley Pre-School Ltd
Date of previous inspection	not applicable
Telephone number	0121 588 6211

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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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