

# Happitots Community Pre-School

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

<b>Inspection date</b>	16/10/2014
Previous inspection date	01/11/2013

<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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff's teaching is effectively targeted as they use regular observations and assessments to determine children's next steps in learning. Consequently, all children make good progress in their learning and development.
- Strong partnerships with parents and other professionals ensure that there is continuity in children's learning and care.
- The management team have worked hard to evaluate and monitor the provision. Improvement is evident, particularly in meeting children's learning and development needs.
- Staff have a clear understanding of their roles and responsibilities in safeguarding children's welfare. Consequently, children are kept safe from harm.

### It is not yet outstanding because

- Sometimes staff do not utilise opportunities to extend children's mathematical thinking. Consequently, children's progress in this area is not as swift.
- Outside provision is not used to the very best advantage to provide children with space to run freely.

## 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 viewed samples of documentation, including evidence of suitability checks carried out on staff, staff qualifications, the nursery's self-evaluation form and assessments of children's learning and development.
- The inspector observed teaching, learning and care practices in the playrooms and garden.
- The inspector and manager undertook two joint observations of teaching practice, a group time session and the staff's interaction with children.
- The inspector took account of the views of parents who were spoken to on the day of inspection.
- The inspector spoke with children and staff during the inspection and held a meeting with the managers to discuss the leadership and management of the setting.

## Inspector

Elisabeth Wright

## Full report

### Information about the setting

Happitots Community Pre-School was registered in 2010 and is 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, Lincolnshire. The pre-school serves the local area and is accessible to all children. Children have access to an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. All of whom hold appropriate early years qualifications. The nursery 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 49 children attending who are in the early years age group. The nursery 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:

- develop staff skills in identifying mathematical learning, in order to extend teaching to a consistently high standard across all areas of learning.
- review the use of outdoor space to create greater opportunities for large physical movement.

## Inspection judgements

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

Children are motivated to learn. They engage in a wide range of stimulating activities and, therefore, they make good progress in their learning and development. Staff make effective use of opportunities to extend children's learning through children's own play ideas. For example, a group of children become fascinated by the noise they can produce when banging on metal pillars in the garden. A member of staff extends this by encouraging the children to try banging on different objects. They extend their listening skills as they explore the sounds and make comparisons. Staff adapt their teaching to provide older or more able children with greater levels of challenge. For example, as children make marks a member of staff encourages them to draw pictures using circles and lines. Children extend their creative thinking as they respond to this and give their pictures meaning, explaining that the circle could be a face and the lines could be hair. Staff provide a good balance of adult-led activities and child-initiated play. These have improved in quality since the last inspection, with changes to group times ensuring that teaching supports the needs of younger children. Staff now provide these children with a smaller group with appropriate activities for their age and stage of development.

Staff make good use of systems for observation, assessment and planning to effectively identify their key children's level of achievement. They develop a secure understanding of children's learning styles and interests, as they observe them as they play. Therefore, staff target their teaching and activities well to meet children's specific learning needs. Key persons identify children's starting points in partnerships with parents. They do this when children first start at the pre-school and repeat the process when children have had a long break over the summer period. This ensures that assessments are accurate and the information parents have about their own children is fully utilised at key times. Parents receive ongoing information about their children's progress through discussions with their key person. Children who have special educational needs and/or disabilities benefit from good levels of support. Strong partnerships with other professionals ensure a shared understanding of each child. This provides continuity in their learning and ensures that staff are effective in closing gaps in learning and development.

Children develop their communication and language skills well. Staff use signing and props to support young children's communication. For instance, at group time, young children choose a prop to express which song they would like to sing. Staff use some mathematical language in their interactions with children, but overall they are less confident in extending children's mathematical thinking. Consequently, they miss opportunities to build mathematical learning into play and, therefore, children's progress in this area of development is not as swift as in others. Staff put a high emphasis on assessing how children learn, noticing their preferred learning styles, and making effective use of this when planning for activities and organising the environment. As a result, children develop good dispositions for learning. For example, staff know that children learn through interactive opportunities. They encourage children to actively explore a marrow they have grown by cutting it open to find out what there is inside. Children persist in their investigations, try different methods of cutting and learn from each other as they discuss their findings. Consequently, children are confident and independent learners. They are eager to find out about the world around them and ready to try out new ideas and activities. This ensures that they are ready for their future learning when they move to school.

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

Children in the pre-school show high levels of confidence and security because staff are caring and attentive to their needs. Key persons build strong relationships with children and their families, which gives them a good insight into children's home life experiences. Staff use this information to ensure that children have consistency by providing care that meets their individual needs. Children move about the pre-school freely, independently choosing their activities, both indoors and outside. They develop good social skills and demonstrate emotional security. This means they are prepared well for changes that occur in their lives, such as their future move to school. Children benefit from a stimulating environment, both indoors and outside, where they can access a wide range of open-ended activities. Staff ensure that all-weather suits and waterproof footwear are accessible so children are able to go outside in all weathers. However, space in the garden is not always organised to give children enough room to run freely. Consequently, their

development of large physical skills, such as movement and coordination, are not maximised.

Staff help to support children's health effectively. This is done through embedded routines and experiences that help children to develop their independence and self-care. Children access snacks when they feel hungry and help themselves to drinks. They carefully select healthy food from a range of options, such as fruit salad and vegetable sticks. Staff discuss healthy packed lunches with parents, which ensures that all children benefit from a nutritious meal at lunchtime. Children grow some of their own vegetables, which develops their understanding of healthy eating and encourages them to investigate new tastes. All staff have current first-aid training, which means children receive help promptly if they have an accident. Staff complete all required documentation for the recording of accidents and medication accurately to protect children's welfare.

Children benefit from the high regard staff in the pre-school give to their safety. Written risk assessments are displayed for staff to refer to and daily checks on the premises are carried out. Therefore, children can play freely in a safe environment. Children's behaviour is good overall. They begin to develop concepts of what is right and what is wrong and to apply this in their play. Staff give children consistent reminders and explanations of good behaviour. For example, they remind children to use 'walking feet' when indoors and follow this up by explaining that they might trip over toys if they run. Staff encourage younger children to develop an understanding of sharing. For example, a member of staff playing with a child rolling a toy invites a second child to join in and explains how they will be included in taking a turn in the game.

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

Since the last inspection, where the provider received a number of actions to improve, significant improvements have been made to the educational programme. The pre-school now meets all of the learning and development requirements to a good standard. The manager has worked hard, with support from senior managers, to evaluate the provision. They have devised a well-targeted improvement plan to ensure the continuous development of the provision. The manager supports the staff team well through a rigorous supervision process. Through regular meetings, staff discuss the development needs of their key children and receive coaching to develop their practice. As a result, all children are making good progress because gaps are identified and teaching is targeted effectively to close them. The managers have implemented a strong system for the assessment of children's learning and development. They use this to identify what changes they will make to support the needs of particular groups of children. For example, staff are currently focussing on supporting boys' speech, as assessments show this is slightly lower than the level girls are attaining. The manager monitors the quality of staff teaching skills, as she is regularly in the room working alongside staff. This means that she can identify and target staff training needs. However, the weakness in staff's ability to promote mathematical development has not yet been addressed. Arrangements for the organisation of the day are effective in supporting children's needs. The pre-school has

made improvements to group times to ensure all children receive support and inclusion. Collection arrangements have been streamlined to provide a calm and relaxed end to the session.

The pre-school safeguards children's welfare effectively. Staff have a clear and confident understanding of their roles and responsibilities in identifying and reporting any child protection concerns. The provider follows rigorous procedures for the recruitment of staff, which ensures that adults caring for children are suitable to do so. This includes staff making regular declarations of their own suitability, which ensures they are fully aware of the requirement to report any changes that may affect this. All required documentation is in place and reviewed regularly. Consequently, the leaders and managers of the pre-school demonstrate that they are aware of their responsibilities to meet all of the safeguarding and welfare requirements of the Early Years Foundation Stage.

Partnership working between the pre-school and other professionals and providers mean that they can effectively meet the needs of the children who attend the provision. Close relationships with the host school mean that children gain a good insight into school life and culture before moving to this environment. Managers are proactive in seeking help and advice and make good use of the help offered by the local authority advisor. They act promptly to address recommendations for improvement made during visits. The pre-school invites parents to contribute to the evaluation of the provision, through surveys and open sessions. Parents spoken to at inspection express that they particularly enjoy attending the open session, where they are able to stay and get involved alongside their children. Parents feel they have good levels of communication with their children's key persons. They state that they are supported to continue their child's learning at home to complement their children's pre-school experience.

### **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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	963370
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	01/11/2013
<b>Telephone number</b>	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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