

# Happy Days Playgroup

Stafford Hall Community Centre, Hampton Court, Westwood, Peterborough,  
Cambridgeshire, PE3 7LD



## Inspection date

30 June 2015

Previous inspection date

14 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Children receive highly insightful teaching which lights their enthusiasm for learning. Staff work superbly with children's interests to offer activities which encourage them to open their minds and become receptive to learning.
- Children become engrossed in exciting outdoor learning opportunities. They search for gold and treasure and hide it under traffic cones. They also use musical instruments and extend their vocabulary through songs.
- Children visibly flourish on entry to the pre-school as they enjoy the stimulating and inviting environment they walk into. They readily interact with activities of their choosing and separate easily from their parents and carers.
- Staff pay great attention to transitions in children's lives. They offer support and caring guidance to help them manage difficult feelings and cope well with changes in their young lives.
- Children develop a keen awareness of how to live and grow healthily through everyday activities, such as snack times, cookery and growing activities. They learn to be active as they take part in a tug of war and discuss changes in their bodies after exercising.
- Children are exceptionally well safeguarded. Staff are vigilant and training is routinely renewed. Practice is supported extremely well by experienced staff. Concise, up-to-date policies and procedures ensure that prompt remedial action is taken if needed.
- The playgroup is at the heart of the local community. Parents trust the staff to provide children with high-quality care and learning in a safe, stimulating environment.
- Partnership working is a considerable strength. Staff work tirelessly to ensure children's wide-ranging needs are extremely well met to secure the best possible progress for them during their time here.

## What the setting needs to do to improve further

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

- extend even further the variety of opportunities children have to express their imagination and enjoy sensory experiences.

### Inspection activities

- The inspector had a tour of the setting with the manager.
- The inspector observed activities taking place throughout the day and made an evaluation of teaching practice seen with the manager.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies, procedures and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working within the nursery and the provider's self-evaluation evidence.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Deborah Hunt

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Children's learning is supported by highly experienced staff who provide excellent teaching. They know when to intervene and when to allow children to develop their own play. Children freely access superb activities and resources of their choosing. They engage enthusiastically in their play as soon as they enter the pre-school. Children build complex models with construction resources and relax on large cushions to chat with friends. They busily wash up and make a cup of tea in the play kitchen, replaying what they have seen adults do. Children move freely between the indoor and outdoor learning environments. Inside, they choose from a variety of materials as they make beach scenes. They choose how to represent the sky, sea and sun, learn new language and enjoy relaxed conversations about seaside trips they have enjoyed. Outdoors, children explore musical instruments, learning that a harmonica is also called a mouth organ, and using timers as they learn to share the lollipop drum. Staff make concise, frequent assessments of children's progress, for example, regularly assessing how they use the available space and resources. High-quality observations help them plan effectively for the next steps in children's learning. As a result, children are very well prepared in readiness for school.

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

Staff have gained a position of trust in their local community. Children and their families feel welcome and included. Children settle easily and families are provided with wide-ranging, ongoing support. As a result, children are confident and relaxed in the inviting, well-resourced environment. Children explore risk and challenge as they climb the barrel and cable reels, sitting on top to play their instruments, and sing at the top of their voices. Exceptional planning actively involves the children. Each week, one child chooses their preferred activities, representing them through the use of picture cards placed under each area of learning. For example, children choose five books each week and the creative activities they would most enjoy. Clear, consistent boundaries and sensitive reminders ensure that children learn positive ways to manage their behaviour. Staff ensure that children are emotionally prepared for school. Reception teachers from all feeder schools are invited to meet with the children.

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

The manager, committee and the experienced team work superbly together and share the same high expectations and values. Regular staff meetings, training, supervision and appraisals ensure that adults are actively involved in the efficient running of the pre-school. Their proactive approach ensures they are motivated to improve their excellent practice and continually strive for excellence in all they do. Following recent training, they are modifying resources to offer children more opportunities to explore imaginative and sensory play through the use of natural products. This small team use their individual skills superbly to offer children a unique early years experience. Parents are exceptionally happy with the care offered and the rapid progress that their children make.

## Setting details

<b>Unique reference number</b>	256767
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	864593
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Happy Days Playgroup Committee
<b>Date of previous inspection</b>	14 March 2011
<b>Telephone number</b>	07731 656 601

Happy Days Playgroup was registered in 1971 and operates from a community centre building in Westwood, Peterborough. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday from 9am to 12pm during term time only. It provides funded early education for two-, three- and four-year-old children.

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