

Happy Tykes Preschool Ltd



Race Leys Infant School, Hurst Road, BEDWORTH, Warwickshire, CV12 8AD

Inspection date	2 August 2017
Previous inspection date	12 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff observe and assess children's progress and planning for learning is based on a good knowledge of each child's stage of development. Children make good progress.
- Partnerships with parents are strong. Parents say communication between themselves and staff is good and that staff meet children's care and learning needs well.
- Staff work effectively with other professionals to ensure that children who have special educational needs and/or disabilities receive the additional support that they need.
- Leadership and management are effective. Senior staff monitor practice to ensure staff consistently maintain a high quality of care and learning for children. The provider gives training a high priority to help staff improve their knowledge and practice.
- Children are happy and confident. They play cooperatively with their pre-school friends and with older children.
- Children's physical development is progressing well. For example, they gain confidence and skills as they climb and ride on physical play equipment that challenges them effectively.

It is not yet outstanding because:

- At times, staff do not give children enough time to put their own thoughts into words during conversations and when they ask children questions.
- Some adult-led activities do not continuously engage and challenge all of the children involved.

What the setting needs to do to improve further

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

- increase opportunities for children to think about how they want to respond during conversations and when they are asked questions
- enhance practice during some adult-led activities, helping all children to remain interested and challenged.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She conducted a joint observation with the provider, who is also the manager of the provision.
- The inspector discussed teaching methods with the manager and the deputy manager of the provision.
- The inspector held meetings with the manager and the deputy. She looked at relevant documentation, such as policies and procedures and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of the written views of parents and spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The premises are safe and secure. Procedures for recruitment, selection, induction and the ongoing suitability of staff meet requirements. Staff are aware of their responsibilities to protect children from harm and the internal and local procedures to follow if they are concerned about a child. The provider ensures that she and staff keep their early years knowledge up to date through proactive research and training. She attends local meetings for providers and managers where all who attend share good practice ideas. The provider seeks feedback about the provision from parents and consults with staff to decide upon priorities for improvement. A current priority is to renew information, communication and technology resources.

Quality of teaching, learning and assessment is good

Staff support children well so that they gain skills in order to reach the next steps in their learning. Staff effectively support some children in using signing as a means of communication while the children begin to say single words and put two words together. Pre-school children enthusiastically join in when staff read nursery rhyme books with them. They invite their friends to join them in role play. For example, some children pretend to be parents and others are the carers who parents leave their babies with while they go to work. Children explore and experiment with different materials in playrooms and outdoors. In the outdoor area, they collect and transport water to use in their mud kitchen. Some children choose to play card games with older children.

Personal development, behaviour and welfare are good

Children play in a welcoming environment and relationships are good. Staff promote children's good health well. Children are physically active every day. They understand and adopt healthy habits, such as good hygiene practices. Children behave well. They share and readily take turns. Staff boost children's self-confidence while praising their efforts and achievements and positive behaviour, such as helping to tidy up toys. Children gain an awareness of similarities and differences between themselves and others. They learn about cultures and traditions beyond their own experience. Staff support children's interest in the natural world, for example, children explore for bugs in an area outside.

Outcomes for children are good

Children make good progress in readiness for the move on to school. They learn to manage their self-care needs independently and manage simple tasks for themselves, such as putting on their coats before playing outside. Children count and use mathematical language. They practise manipulative skills in a variety of ways and pencil control develops well. Children recognise the initial sound in words and they learn that letters represent sounds.

Setting details

Unique reference number	200612
Local authority	Warwickshire
Inspection number	1087615
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	47
Number of children on roll	55
Name of registered person	Happy Tykes Preschool Ltd
Registered person unique reference number	RP911259
Date of previous inspection	12 May 2014
Telephone number	02476 312 200

Happy Tykes Preschool Ltd registered in 1998. It operates in Bedworth, Warwickshire. The setting employs 11 members of childcare staff. The deputy holds an early years qualification at level 6 and all other staff are qualified in early years at level 3. The setting opens from Monday to Friday all year round, except for bank holidays, one week over the Christmas period and two weeks during school summer holidays. Sessions are from 7.30am until 6pm. Most children in the early years age group attend during term time. The setting provides funded early education for two-, three- and four-year-old children. Out-of-school provision is offered during school holidays and from 7.30am until 9am and 3.15pm until 6pm during term time.

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