

Happy Hours Pre-School

The Youth and Community Centre, Broadfield Barton, Broadfield, Crawley, West Sussex, RH11 9BA



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| Inspection date | 15 November 2017 |
| Previous inspection date | 12 May 2015 |

| 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

- Children are happy and confident. Staff have good relationships with children and have a secure knowledge of their interests. This helps them settle quickly and supports their emotional well-being. Children are emotionally ready to learn and progress well.
- Staff support children's large physical skills successfully. For example, children enjoy the weekly yoga session, where they listen carefully to instructions, learn breathing techniques and move their bodies in controlled movements.
- Staff make good use of a range of teaching methods. For example, they use picture cards to help children who have difficulties with speech and language and those who speak English as an additional language to understand routines and make choices.
- Staff establish effective partnerships. They build links with the local community, other professionals and early years settings that children attend, to promote continuity for children's progress and well-being.

It is not yet outstanding because:

- Although the manager and staff monitor individual children's learning well, they have not fully established systems to monitor the progress of different groups of children.
- Staff occasionally do not give quieter children the time and encouragement they need to take part in activities that may aid their growing concentration skills.
- The manager does not always include the views of parents and committee members in the self-evaluation of the provision to help raise standards to higher levels.

What the setting needs to do to improve further

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

- strengthen the systems to evaluate and monitor the impact of teaching on specific groups of children, to identify any gaps in learning as swiftly as possible
- focus more closely on encouraging quieter children to actively engage in activities, to help raise concentration levels
- include the views of parents and committee members in the evaluation process, to help identify further ways to improve the overall quality of the provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and deputy manager, and they discussed their findings.
- The inspector discussed planning and children's progress with key persons and the manager. She discussed staff suitability and qualifications, and the setting's action plan with the manager.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector spent time with and took account of the views of parents and children.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the procedures to follow and to whom they must report, should they have concerns about a child's welfare. The manager implements systems for the safe recruitment of staff and routinely checks their ongoing suitability. The manager completes thorough risk assessments of the premises and deploys staff effectively, to meet adult-to-child ratios, supervise children and meet their needs. The manager uses effective supervision and ongoing appraisal systems to help ensure all staff are confident and capable in their roles. Staff access a range of training opportunities to improve their practice. For example, staff have attended training to support children's speech and language skills, using signs and visual aids.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They observe and assess individual children's learning and development effectively, which helps them to plan for what children need to learn next. Staff relate well to children. They ask questions, demonstrate and extend learning when they observe that children are interested and excited in their play. For example, they encourage children to think and recall details about their families and their cars, using these opportunities to introduce positional language and early mathematical ideas. Children develop good early literacy skills and imagination and they engage in storytelling activities. For example, staff enhance story time with a diverse set of puppets. Staff use effective questioning to help challenge and build upon children's thinking and understanding of stories.

Personal development, behaviour and welfare are good

Children are engaged and settled in the calm and welcoming pre-school. They are polite and behave well. Staff use positive praise and encouragement to support children to gain a clear understanding of the setting's rules and boundaries. Children demonstrate good levels of confidence, showing that they feel safe and secure as they move around and choose with what to play. Children learn to share toys fairly, take turns and respect the views of others. For example, children vote on which toys they want to play with next, counting the number of votes and agreeing with the deciding vote. Staff implement the key-person system well. Key persons build friendly and trusting relationships with parents and children. They make sure that they meet children's care and learning needs. Parents report that they find staff friendly and approachable.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. Children engage enthusiastically in activities with imagination and energy. For example, they spend time building tall towers, working together to add more bricks and laughing excitedly when the tower falls over. Children quickly grow in independence and enjoy taking responsibility for small tasks, such as pouring their own drinks during snack time and putting on their own coats.

Setting details

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| Unique reference number | 113510 |
| Local authority | West Sussex |
| Inspection number | 1089110 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 49 |
| Name of registered person | Happy Hours Pre-School Committee |
| Registered person unique reference number | RP523206 |
| Date of previous inspection | 12 May 2015 |
| Telephone number | 01293 519060 |

Happy Hours Pre-School registered in 1976 and is located in the Broadfield area of Crawley, West Sussex. The setting is open Monday to Friday, during term time only, from 9.15am until 3.30pm. There are nine qualified members of staff, six of whom hold relevant early years qualifications at level 3. The setting receives funding for early education for two-, three- and four-year-old children.

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