

Happy Days Pre-school and Nursery

Navenby Community Centre, Grantham Road, Navenby, Lincoln, LN5 0JJ



Inspection date

6 July 2017

Previous inspection date

8 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The new manager, staff and committee have worked hard since the last inspection to address the action raised. As a result, all committee members have now had their suitability checked by Ofsted and children are safeguarded. The committee members have significantly increased their knowledge and understanding of legal requirements.
- Children are safeguarded further because the manager, staff and committee take immediate action to protect children when any child protection concerns are identified.
- The staff team are a small group of dedicated, professional practitioners. They work in close partnership with each other, communicating very effectively to ensure all children are supported and challenged. Very close bonds are formed between staff and children. They enjoy spending time in each other's company and share many happy times.
- Children with special educational needs and/or disabilities are supported exceptionally well. Staff work closely in partnership with parents and professionals to ensure all children's individual needs are met to a very high standard.

It is not yet outstanding because:

- Although staff gather a wealth of information from parents about children's interests and achievements at home, they do not always use this information to inform their planning and assessments of children's progress.
- Staff do not always give children enough opportunities to develop their speaking and thinking skills during adult-led activities.

What the setting needs to do to improve further

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

- use the information gathered from parents about children's interests and achievements at home more effectively when planning activities and making assessments of children's progress
- enhance teaching by giving children frequent opportunities to develop their speaking and thinking skills through play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning and development.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and committee chairperson. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Clare Johnson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear on their responsibilities regarding child protection and know the action they must take if they have any concerns about a child in their care or a colleague. The environment is safe and staff deploy themselves effectively, ensuring children are supervised at all times. Children learn to take responsibility for their own safety as staff remind them to use their 'walking feet' and not to run in case they fall over. The new manager has made a good start in her role. She has identified many areas for improvement and is involving parents, staff, committee members and children in evaluating the quality of the setting. The staff team are well qualified and have regular access to training. This has a positive impact on the outcomes for children.

Quality of teaching, learning and assessment is good

Staff provide a range of activities and experiences for children based on their interests and developmental stages. Children's progress is assessed accurately and the data is used to plan what they need to learn next. Staff encourage children to persevere with tricky tasks, such as completing puzzles. Children's communication and language skills develop through circle time as they concentrate hard when listening and take turns to speak. A small group of children work together to build a tower of blocks. They discuss mathematical and scientific concepts with staff, such as how many blocks they need to get to a certain height and they anticipate when the tower may topple. Children's creativity is unleashed as they design bunting for their upcoming graduation ceremony, using many coloured paints and craft materials.

Personal development, behaviour and welfare are good

Children behave very well and are praised highly by the staff who are extremely good role models, promoting manners, kindness and mutual respect for all. Children respond well to the routines of the session and know what is expected of them. Staff exchange information with parents every morning about children's care needs to ensure these are met. Children's good health is promoted as they are provided with nutritious snacks. Their independence is supported as they pour their own drinks and help to clean up. Children have daily opportunities for physical play outside where they climb logs, ride trikes and play with water. They learn to protect themselves from the sun as they choose hats from the basket and staff apply sun cream to them. When they come inside they enjoy ice lollies to cool down and discuss how the hot weather affects their bodies.

Outcomes for children are good

All children, including those who receive funded early education, make good progress in relation to their individual starting points. Children confidently start exploring the environment when they first arrive. They are keen to see the new and exciting activities and also take comfort from the familiarity of their surroundings. Children are prepared well for when they move on to school. Staff are sensitive to children's individual needs and their personal, social and emotional development is fostered well.

Setting details

Unique reference number	EY449349
Local authority	Lincolnshire
Inspection number	1088467
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 - 4
Total number of places	46
Number of children on roll	20
Name of registered person	Happy Days Pre-School and Nursery Committee
Registered person unique reference number	RP902059
Date of previous inspection	8 March 2017
Telephone number	01522 810085

Happy Days Pre-school and Nursery registered in 2012. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 6. The pre-school opens on Monday, Tuesday, Wednesday and Friday from 9am until 3pm and on Thursday from 9am until midday during school term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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