

Happy Faces Playgroup

Inspection report for early years provision

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Inspector Carol Willett

Setting address Liddell Hall, Old Reading, Sherfield-on-Loddon, Hook,
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Happy Faces Playgroup opened in 1982. It operates from the Liddell community hall in Sherfield-on-Loddon, Hampshire. Children have use of a large hall with kitchen and toilets facilities. They have access to an outdoor play area.

The playgroup opens Monday to Friday during school term times. Sessions are from 9:15am until 12:15pm or 1:15pm each day if they stay for lunch, and additionally from 12:15pm or 1:15pm until 3:30pm. Children can stay for part or all day. They bring a packed lunch if they stay for the lunch session.

The playgroup is registered on the Early Years Register to care for up to 26 children aged between two and five years. They are also registered on the compulsory and voluntary parts of the Childcare Register though they currently do not take children in this age range. There are currently 54 children on roll in the early years age group. Children aged three and four years receive funding for early education. Children attend for a variety of sessions and are from the local and surrounding areas. The playgroup can support children with special educational needs and/or disabilities and English as an additional language.

There are 10 members of staff who work with the children. Of these, four hold an level 3 early years qualification and the rest hold level 2 qualifications. One member of staff is currently working towards a level three qualification. The playgroup receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play happily and make good progress in their learning as they are generally well supported by attentive, caring staff. The longstanding staff team work very effectively together to provide a welcoming, mostly enabling environment for children. All children are welcomed and positively included in the pre-school; written policies actively promote inclusive practice. Staff are well qualified and committed in continuing with their professional development to further develop their knowledge and understanding of early years practice. They work closely with their local early years advisors and are continually assessing their practice which ensures the pre-school's capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enhance the environment further, both inside and outside, through the use of more labelling which includes numbers and words.

The effectiveness of leadership and management of the early years provision

Staff are confident with the procedures to follow with any child protection concerns as they have attended safeguarding training so children's welfare is very effectively safeguarded. There is a detailed written policy on safeguarding and complaints to support the pre-school practice which is shared with parents. Children are well supervised and a record is maintained of visitors to the premises. Security is very good. All staff and committee members are vetted and the regulator is notified of changes in a timely manner so checks can be completed. Pre-school sessions run smoothly. Children play purposefully in a well-organised, stimulating environment as staff have a good awareness of their roles and work very effectively as a team. Children develop high levels of independence as they freely choose what they want to play with from the wide range of activities and resources are equally accessible to all of them.

The staff establish very good partnerships with parents and parents are very positive in their appreciation of the preschool and staff. Parents state that 'staff are amazing' 'children love coming' 'staff are really friendly and caring; they take time to talk to them and are interested in both children and family. Parents have access to a useful range of information through the pre-school prospectus and website. Notice boards and regular newsletters and keep parents informed about activities children take part in during the week. Information about forthcoming events and topics enable them to be actively involved in children learning through the provision of items for show and tell and to support topics. Parents are very well informed about their children's progress through ongoing written and verbal feedback and planned termly meetings. Staff form effective partnerships working closely with outside agencies, such as Portage and speech therapists. Consequently, children's individual needs are , they work well as a supportive team to continually improve the pre-school and enhance the quality of care and learning provided for all children. Staff have a very good awareness of their strengths and areas for improvement as effective self-evaluation systems are in place and they work closely with the early years development team. They produce an action plan with identified areas for continual development such as the outdoor area. A good range of documentation is in place to support all areas of practice and to ensure children welfare is very well promoted.

The quality and standards of the early years provision and outcomes for children

Children's behaviour is mostly good. Staff are caring and attentive so children are happy and secure showing they feel safe within the pre-school. Staff have a good knowledge of the early learning goals and children's stage of development through the effective key person system so children make good progress across all areas of

learning. Staff work very well together and plan a variety of activities and experiences for children linked to different themes. For example, activities are currently linked to Spring and weighing and measuring. Staff complete learning journey records which include written observations and photographs for all children tracking their development in all areas, planning well for individual children's next steps in learning.

Children are happy and confident and well motivated to learn as they spend their time actively engaged in learning through purposeful play as staff organise the environment very well both inside and out. They generally play happily together, for example when playing with large building blocks or using the computer. They happily share resources as they develop role play scenarios. However, sometimes children are not fully supervised when other children are coming into the setting for the afternoon sessions as staff are busily occupied and some disagreements go unnoticed. Children develop good self-esteem through the effective praise and encouragement they receive from staff as they play. Staff act as good role models and treat all children with equal concern and show respect for them as they listen carefully to what they say. Children show they care about each other and have a good awareness of sharing as they spontaneously pass over resources when other children ask to use them. Staff praise them thereby reinforcing their caring attitudes. Children's efforts are valued and some of their artwork is displayed within the pre-school; children become aware of print through some labelling in the playroom. Children have fewer opportunities to see print or numbers in the outside play area. Children enjoy the freedom to choose whether to play outside or inside and they excitedly put on wellingtons and coats. They have excellent opportunities to develop healthy bodies through access to fresh air and exercise. They skilfully manoeuvre bikes, scooters and other wheeled toys around the outside play area, they have fun throwing balls and carefully balance and hop in sacks as they ask staff to make challenges for them.

Children use their imagination well as they role play in the writing area using the phone and writing in notebooks. They dress up and make up dances as they go to ballet. They have fun playing with musical instruments together and love to sing songs, such as the 'Happy Faces smile' song and 'five little ducks'. They listen carefully to staff and adjust the level of their voices to sing quietly when asked. Children are confident with numbers and ably count the number of children and adults present. Staff reinforce children's awareness of numbers and counting through fun activities, such as weighing and measuring themselves and compare it to their friends. Children learn about diversity, for example, through activities based around the Chinese New Year. They develop an understanding of their local community through walks to the local shop and through nature walks to look at mole hills.

Children are protected from illness and infection through a good range of policies and procedures and effective daily routines. Children wash their hands before a healthy snack of fruit and breadsticks at a café bar snack system. Children are totally comfortable and relaxed within the pre-school. They have good relationships with staff who they readily turn to for support, showing they feel safe and secure in their care. Regular practises of the fire drill ensure all children develop an understanding of how to keep themselves safe. They talk about road

safety as they go out in the local environment. Children develop their knowledge and skills in all areas through access to a balance of free play and adult led activities and are well prepared for future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met