

Happy Tots Pre School

Inspection report for early years provision

Unique reference number EY316234
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Inspector Deirdra Keating

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Type of setting Childcare on non-domestic premises

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Happy Tots Pre-school Playgroup is run by a voluntary management committee made up of parents of the children who attend. The pre-school opened in 1981 and operates from three rooms in a church hall. Children have access to an enclosed outdoor play area. The pre-school is situated in Ipswich, Suffolk. The group is open Monday to Friday from 09.15 until 12.15 and on Monday, Tuesday, Thursday and Friday afternoons from 12.45 until 15.45 during term time.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time and there are currently 46 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 4 members of staff, of whom all hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The pre-school provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are all warmly welcomed and their needs are met well in the Early Years Foundation Stage. Staff are qualified, suitable and written procedures ensure that children's needs are met through the good two-way sharing of information with parents. The learning environment is well-organised with a range of resources and activities from which all children can actively learn and progress. The staff have implemented many changes and strive strongly towards improvement.

What steps need to be taken to improve provision further?

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

- prioritise a continuous process of self-evaluation which is clearly built into the management system
- ensure that staff are sufficient in number to enable every child to receive a more challenging and supportive learning and development experience.

The leadership and management of the early years provision

The management of the Early Years Foundation Stage is promoted by the good maintenance of procedures and written policies that have been reviewed well to reflect the requirements of the Early Years Foundation Stage. Children are protected from harm by a robust recruitment system and vigilant staff who have good systems in place to ensure children are fully safeguarded. The effective use of written consents, the recording of accidents and necessary adjustments to the

environment secures children's safety at all times. Staff carefully record daily checks to ensure potential hazards are eliminated. Staff ratios meet the minimum requirements and enable children to use both the indoor and outdoor area safely and securely. However, the layout of the building and the location of the toilets put staff under constant pressure to ensure that basic adult ratios are maintained in all areas.

The pre-school is very well organised to ensure children's individual needs are met. The layout of resources gives children confidence to explore and learn from a wide range of choices that are presented well. The group has a newly appointed manager who is responsible for the day to day running of the group. She works closely with the voluntary committee who are proactively involved in the management of the group. The group have acted on the recommendations raised at the last inspection and show a strong commitment to improvement with a strong forward vision. For example, a garden makeover completed over the last year has greatly improved the outdoor area and is used extremely well by the staff and children. Although the plans for improvement are well targeted the group have yet to develop a documented system of self-evaluation and monitoring their practice.

The group have a good parent partnership, parents and carers are very positive about the group and staff. Parents are encouraged to become involved in their children's learning and have opportunities to share their child's learning journey. A thorough induction procedure where parents are invited in for a session gives them a clear overview of the group. Parents' views have been sought regarding opening hours and future changes are planned to encompass these.

The quality and standards of the early years provision

Children arrive confidently and settle in well to the good range of choices that have been carefully set up. Children enjoy freedom of movement and transport resources to extend their own play. Consequently, children are becoming increasingly independent and are motivated to learn. Staff maximise the use of the outdoor area which has a very positive impact on children's sense of well-being and helps promote all aspects of children's development. Children spend long periods of time playing outside in the fresh air giving them ample time to do things in different ways and on different scales. This enhances their development of mobility and movement allowing them the freedom to run, climb and throw spontaneously using the colourful and appealing resources and experiencing the changing elements. The outside area has been well equipped to enable children to explore a wide range of sensory materials. Children paint the fence using water and chalk the paving slabs, they experiment with jelly and sift dry sand. Staff use these opportunities to extend children's language and help them learn new words to describe how the textures feel. Children are also encouraged to use books and the group endorse a book lending scheme to encourage children to share books at home with their families. Children's learning journey records are shared with parents to enable them to be involved in their learning and support them at home.

Staff value all children and appreciate their differences, they are clear about the

limits

on what they may and may not do and help children learn to distinguish right from wrong. Staff consistently demonstrate clear boundaries giving reasonable expectations linked to the consequences of childrens' actions. For example, children wear hats outside in the sun or play inside if they prefer not to wear a hat. Children learn about how to keep themselves healthy through routines that staff implement. For example, they wash their hands before snack and after playing outside and make healthy choices at snack time. Freshly chopped fruit, dried fruit and healthy savoury snacks are offered with choice of milk or water. Snack time is relaxed and is open for an hour of the session, this enables children to sustain their play without interruption giving them the time to fully develop their ideas and skills.

Staff plan in response to childrens' needs with a good range of activities continually on offer. All staff observe children during play and this is to be fully incorporated into planning to ensure it reflects children's current interests. There is a good balance of adult-led and child-initiated activities and staff support children well. However, low staff numbers make it very difficult for staff to challenge children and fully extend their learning as they juggle many competing demands.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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