

# Happy Faces Pre-school (LAMPH)

Jane Garrod House, Colne Valley Road, HAVERHILL, SUFFOLK, CB9 8DT



<b>Inspection date</b>	14 April 2016
Previous inspection date	16 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- All children communicate very effectively. Staff superbly support children through the use of sign language. They teach this from the earliest opportunity. This enables all groups of children to communicate exceptionally well, helping to promote positive well-being and build secure friendships.
- The manager and staff use an extensive range of methods to communicate and engage with parents and other professionals. Relevant information is shared consistently. All adults work very well together.
- Exhilarating activities and exciting educational opportunities are carefully planned. Staff encourage and draw on the skills and experiences of parents. This further enriches learning opportunities as children learn about and show respect for each other's backgrounds, beliefs and customs.
- Staff involve children in establishing rules for their environment. Children learn about being fair and taking turns. They independently access equipment, such as sand timers, which provides them with visual cues about when to share.
- Staff work very effectively with other professionals and adults in other settings the children attend, including the school they eventually move on to. This interaction promotes the exceptionally effective sharing of relevant information so staff can support continuity of learning as they move between the different settings.
- The views of every child and those of their family are greatly valued as the manager and staff evaluate their service in order to continually develop services and improve standards.

## What the setting needs to do to improve further

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

- enhance opportunities for children to become more familiar with the natural world.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed and later discussed a planned activity with the manager.
- The inspector checked relevant documentation, including the suitability checks of all members of staff, and reviewed their relevant training certificates.
- The inspector reviewed reflective practice procedures used by the manager and staff.
- The inspector took account of written feedback from parents.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The manager inspires staff to access an excellent programme of continuous professional development to challenge and stretch them. Staff understand their well-defined roles and responsibilities, and contribute their different skills effectively. A programme of continual reflection on learning enables staff to closely monitor progress, taking early intervention to close gaps for individuals and target groups. Children make rapid progress, embedding key skills for later learning and their eventual move on to school. The manager and staff have an excellent understanding of legislation and the families using their setting. Excellent consultation draws out the views of parents, other professionals and children. These are used constructively to shape continuous, high-quality practice. Arrangements for safeguarding are effective. Robust recruitment, attention to minimising hazards and teaching children how to keep themselves safe all help to protect them from harm.

### Quality of teaching, learning and assessment is outstanding

Staff understand and use very effective interaction and communication to support and extend learning. Excellent use of easily accessible resources supports fluid play where children investigate and confidently share their developing ideas. Staff provide time for children to look, think, listen and respond. They understand when to intervene and use a range of comments and questions to develop children's critical thinking. Staff articulately narrate adult-led learning opportunities to motivate and engage children. Monitoring identifies areas for specific focus, such as speech and language. Staff respond swiftly, accessing training and resources to improve understanding and provide more opportunities for children to make connections. Routines are flexible, enabling children to engage in their own research and helping to support sustained learning.

### Personal development, behaviour and welfare are outstanding

Children are encouraged to follow their own interests, ask questions and collaborate. Warm relationships are promoted and all children settle quickly. There is a strong emphasis on developing independence and resilience. This supports each child's growing self-esteem. Staff and children respect each other's backgrounds and beliefs. Children's physical and emotional development are extremely well supported. Excellent learning about personal health, hygiene and lifestyle is extended through a series of effective activities. The manager and staff have identified even more ways to teach children through enriching outdoor experiences. For example, they plan to extend the teaching of Forest School skills to further promote children's independence and understanding of the world.

### Outcomes for children are outstanding

Children show very positive attitudes to learning. They sustain interest and demonstrate their growing knowledge as they chat cheerfully and confidently about different types of farm animals. Through conversations, audio and visual clues children quickly begin to make connections. For example, they identify the wool they are using is made from the coats of sheep. Staff take these opportunities further and extend children's growing vocabulary as they introduce new words, such as fleece and yarn.

## Setting details

<b>Unique reference number</b>	251506
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	854776
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Local Association For The Mentally And Physically Handicapped (haverhill) Committee
<b>Date of previous inspection</b>	16 May 2011
<b>Telephone number</b>	01440 762515

Happy Faces Pre-school (LAMPH) was registered in 1997. The pre-school employs six members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm and from 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language and children with special educational needs or disability.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

