

Happy Stars Preschool

Rydens Grove, Hersham, Walton-On-Thames, Surrey, KT12 5RU



Inspection date	28 June 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 manager and staff build effective partnerships with parents and share important information about children's well-being and learning. For example, staff regularly invite parents into the pre-school to discuss children's interests and share the next steps in their learning.
- Staff support children's language development well. For example, they encourage many conversations based on children's interests and home lives. Children make good progress from their starting points.
- Staff are clear and consistent about how they expect children to behave. Children behave well and treat each other with respect. They learn good social skills and enjoy playing together, making secure friendships.
- The manager makes good use of self-evaluation and ideas from training to bring about improvements. For example, she includes the views of staff, parents and children to help review their practices. There is continuous improvement in meeting children's needs.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's learning by challenging them further during their play.
- Staff do not always fully encourage children's interest in early literacy to further develop their early reading skills.

What the setting needs to do to improve further

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

- strengthen teaching further to provide children with more challenge during their play, to fully extend their learning
- provide children with more opportunities to develop their early reading skills through their choice of literacy resources.

Inspection activities

- The inspector observed teaching practices and the impact this had on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff have high expectations for children. They work closely together to identify further improvements that benefit children. For example, staff recently introduced new ways to celebrate children's good behaviour and achievements, such as by displaying them on a special board. Staff benefit from a variety of training opportunities that help improve the quality of teaching and update their skills. For example, after recent training, staff introduced enjoyable new ways to learn through cooking. Safeguarding is effective. All staff attend safeguarding training and have a thorough understanding of how to deal with any child protection concerns. Staff effectively use detailed risk assessments and follow strict procedures to help keep children safe.

Quality of teaching, learning and assessment is good

The staff and manager regularly assess children's development. They observe children's play closely, and plan their next stage in learning. Staff quickly identify any gaps in learning and offer the extra support children need. Overall, staff provide plenty of learning experiences that engage and motivate children. For example, children enjoy exploring the plants in the garden and identifying different insects. Staff develop children's mathematical skills well. For example, they encourage them to count and recognise numbers as they throw bean bags at targets.

Personal development, behaviour and welfare are good

Staff create a welcoming, friendly and stimulating environment. Children form close relationships with staff and show that they feel safe, secure and ready to learn. Children receive warm praise and encouragement throughout their play and take pride in their achievements. For example, they celebrate together as they finish puzzles. Staff effectively support children's physical well-being in various ways. For example, children enjoy practicing physical skills outdoors, such as completing obstacle courses and riding scooters. Children develop a good understanding of a healthy lifestyle, such as when they confidently discuss their favourite healthy food and their benefits to their bodies.

Outcomes for children are good

All children make good progress and enjoy their learning. They develop a strong sense of independence throughout their daily routines. For example, they enjoy helping to prepare their own snacks and clearing them away when they finish. Children confidently count and recognise shapes during their play. Children are confident communicators and happily express their views and thoughts. They enjoy taking on roles in their play and show good imagination, such as when excitedly discussing what they can cook in the role-play home corner. Children delight in exploring the different sounds of musical instruments and quickly gain the skills needed for their next stages in learning and for school.

Setting details

Unique reference number	EY479557
Local authority	Surrey
Inspection number	984684
Type of provision	Sessional 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	23
Number of children on roll	33
Name of registered person	Happy Stars Preschool Limited
Registered person unique reference number	RP909825
Date of previous inspection	Not applicable
Telephone number	07931 267863

Happy Stars Preschool registered in 2008 and re-registered in 2014. The pre-school operates in Hersham, Surrey. The pre-school is open between 9am and 4pm on Monday and Wednesday and between 9am and 12.30pm on Tuesday, Thursday and Friday, during term time only. The setting employs five staff, four of whom hold appropriate early years qualifications and one holds a qualification at level 6. The setting receives funding for the provision of free early education for children aged two, three and four years.

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