

Inspection of Happy Days Pre-School

Ickenham United Reformed Church, Swakeleys Road, Ickenham, UXBRIDGE,
Middlesex UB10 8BE

Inspection date: 1 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and feel secure in the nurturing environment that staff provide. Staff support this by enthusiastically engaging in conversations about children's experiences outside of the setting. For example, when taking part in a planting activity, staff talk about the different foods that children eat at home. Children behave well. Staff support this by reinforcing the settings rules. They talk to children about using their 'kind hands'. Children learn to respect and care for others. For example, staff explain to children that everybody is important.

The setting has a focus on supporting children to develop their mathematical awareness. Staff use words such as big and small when children play with animals in the water tray. This develops children's awareness of mathematical concepts. All children are supported to make progress within their development. Staff differentiate and adapt activities for each child's ability. For example, during a mathematical matching game, staff challenge children who are already familiar with some numbers. This ensures that all children make progress.

Children have opportunities to learn about textures. When playing with play dough, staff introduce words and explain these. Staff use language, such as 'smooth' and 'bumpy'. This supports children to develop their vocabulary.

What does the early years setting do well and what does it need to do better?

- Children enjoy looking at the pictures in books and speaking about what they see. Together staff and children identify different animals and talk about the different colours in the story books. This encourages children to develop their conversational skills and supports them to develop their language skills. The setting operates a lending library which encourages children to develop a love for reading.
- Staff introduce activities to children. Before taking part in a planting activity, staff show children the selection of seeds that are available for them to use. Staff also talk to children about the impact that exercise has on their bodies. For example, before taking part in a physical activity, staff explain to children that their heart will beat faster, as they move their body.
- Children develop their physical skills both indoors and outdoors. They move their bodies in different ways as they complete 'superhero training'. This is a physical activity themed around superheroes. Children show enjoyment as they complete moves such as the 'spider man climb'. In the garden staff focus on improving children's balancing skills. Children take turns on the balancing equipment. They enjoy learning to move in different ways.
- Overall, children do have some opportunities to develop their independent skills. However, on some occasions staff complete tasks for them. For example, staff

roll children's sleeves up for them, when they join a water play activity.

- Although children have opportunities to participate in a wide range of activities. On some occasions the noise level in the setting is extremely high. This means that children struggle to hear. As a result they do not fully engage in some of the activities provided.
- Children behave well and have a positive attitude to learning. They enjoy spending time learning about different animals. For example, they explore spiders and orangutans when playing in the water tray. They enjoy looking at butterflies and identify the different colours on them. In the garden children spend time looking for snails. They use magnifying pots to explore the snails further. This develops children's awareness of the natural world around them.
- Leaders support staff to improve and develop their practice. They can identify training needs and provide opportunities for staff to develop. Staff and leaders speak favourably about the positive impact that recent training has had on practice. Staff feel supported within their roles and appreciate the learning opportunities that are available for them. Leaders focus on staff's wellbeing within the setting.
- Parents express how their children are happy within the setting. They explain how children spend time talking about their experiences and their friends. Parents feel reassured that children are confident and settled.
- The special educational needs and/or coordinator (SENDCo), has developed supportive strategies to ensure that all children are given the opportunity to progress within their development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff's understanding, to support children to further develop their independent skills
- look at ways to reduce the noise level within the environment, to enable children to better understand and engage within activities.

Setting details

Unique reference number	139172
Local authority	Hillingdon
Inspection number	10335639
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	26
Number of children on roll	23
Name of registered person	Ickenham Pre School Llimited
Registered person unique reference number	RP910419
Telephone number	07958 048487
Date of previous inspection	22 June 2018

Information about this early years setting

Happy Days Pre-School registered in 1995. It is situated in Ickenham within the London Borough of Hillingdon. The pre-school is open each weekday from 9.15am to 2.30pm and operates during school term time. The provider receives funding to offer early education for children aged two, three and four years. There are six members of staff, all hold appropriate early years qualifications at level 2 or 3.

Information about this inspection

Inspector

Emma Long

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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