

Inspection of Happy Faces Pre-school (LAMPH)

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

Inspection date:

9 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Staff greet the children warmly as they arrive, showing real excitement and happiness to see them. They make sure every child feels valued through friendly and positive interactions. Together with the management team, staff plan activities that help children grow and learn. The management team has a clear idea of what they want for the nursery and how to improve the quality of care and education. Staff make a big effort to include all children. For example, children enjoy painting activities, where they can explore patterns and shapes.

The curriculum is planned to build on what children already know and can do. Most children pick up the skills and knowledge they need for their future learning, including getting ready for school. While the curriculum works well for most children, changes by the management team are still being put into practice and have not fully helped children with special educational needs and/or disabilities yet. Children behave in ways that suit their age. Staff act as good role models, setting clear rules and boundaries. This helps meet the children's emotional needs. The children engage in role play, pretending to prepare a meal. They enjoy the social interaction that comes with being at pre-school.

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

- Since the last inspection, management and staff have been working through a focused action plan of improvements with the local authority. They are committed to raising the quality of practice and education to a consistently good level. The management has identified weaknesses in the arrangements for children with SEND. They have taken swift action to identify children who need additional support. Management is beginning to put plans in place to meet their needs. However, these plans are still in their infancy and have yet to be embedded.
- Staff have an improved understanding of children's individual needs. They are gaining confidence to implement the curriculum. However, staff do not consistently provide the right teaching and support. Although staff interact pleasantly with children, the quality of teaching is variable. Not all teaching is ambitious and, at times, has little structure, where staff ask questions, but have not considered the intended learning. Therefore, some children are not making the progress of which they are capable.
- The management and staff reflect on the provision and make changes to meet the needs of the children. For instance, they have used additional funding to provide sensory and soft-play areas to help children who struggle with the transitions of the day.
- Children are beginning to understand the routines in pre-school. They learn how to manage their personal care needs. For example, after using the toilet and

before eating, children understand they need to wash their hands. This supports children's self-care skills.

- Children have plenty of opportunities to be physical. They have outings to the nearby woodland area. Children hunt for bugs using magnifying glasses. They recall the actions to a favourite book, pretending to go on a bear hunt. In the garden, they investigate and balance on stepping stones, ride scooters and play on ride-on cars.
- Staff provide play dough and rollers to strengthen children's fine motor skills in preparation for future writing. Children learn to use scissors and persist when they have initial difficulties.
- Staff support children's communication and language development. They use conversation to build on children's interests. Children talk about where they are going on holiday. This sparks fun and engaging conversations. Staff support children to share their ideas with their friends and talk to each other about their favourite flavour of ice cream.
- Children develop a love of books. Books are accessible to children, both inside and outside. Children enjoy sharing books with staff and in small groups.
- Parents are positive about the pre-school. They say there has been a marked improvement in communication. They feel well informed about what their child needs to learn next and how to support ongoing learning at home. This helps to provide children with consistency in their learning and to build on what they know.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the arrangements for children with SEND so that suitable plans are in place to meet their needs.	30/09/2025

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

- strengthen the implementation of the curriculum to focus more closely on the intended learning aims of activities.

Setting details

Unique reference number	251506
Local authority	Suffolk
Inspection number	10401392
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	41
Name of registered person	Local Association For The Mentally And Physically Handicapped (Haverhill) Committee
Registered person unique reference number	RP527634
Telephone number	01440 762515
Date of previous inspection	20 March 2025

Information about this early years setting

Happy Faces Pre-school (LAMPH) registered in 1997. It employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school operates Monday to Friday, during term time only. Sessions run from 9.15am until 3.15pm. The pre-school provides government funded early education for all eligible children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- The managers and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- 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 manager and the inspector carried out a joint observation of an adult-led activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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