Inspection of Happitime Playgroup LTD

Unit 3, 142 Lea Bridge Road, London E5 9RB

Inspection date:	23 April 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

The pre-school has made improvements since the previous inspection. It is, however, still in a period of change. Leaders have a clear vision for the pre-school, but some of the new ideas are not yet fully embedded into practice. They need more time to successfully implement the changes.

The quality of education that children receive is not consistent. Interactions between staff and children are variable. On occasions, some staff do not build effectively on children's interests as they play. For example, they do not ask questions or stimulate their curiosity. This results in some children losing interest and wandering around with less purpose to their play. Some staff do not consistently support children to learn about managing their feelings and behaviour.

On arrival, children leave their parents and carers with ease, being met at the door by welcoming staff. This supports children to feel safe and secure. Staff give appropriate support to promote children's emotional security. They are kind and caring and children form close bonds with them. Staff promote children's independence, such as by encouraging them to put on their own coats and shoes when going outside. They enable children to choose what they would like to play with.

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

- Leaders acknowledge there are improvements to be made within the pre-school. They have built a new staff team and are keen to build a pre-school that is welcoming and accessible to all, supporting children to achieve the best outcomes. However, this is not yet embedded and as such, staff do not yet provide children with consistent opportunities to make progress across the breadth of the curriculum.
- Safeguarding knowledge within the pre-school has improved. All staff now have an understanding of identifying and reporting safeguarding and welfare concerns.
- Leaders have a clear understanding of what they want children to learn, including developing their language and communication. However, this is not consistently understood by all staff. A curriculum that includes all these ambitions is in its infancy. Not all staff have a secure understanding about what it is children need to learn next and how to complete the planned learning effectively. As a result, although children make some progress in their learning, they do not make consistently good progress.
- Although staff plan and provide focused activities for children, some children can lose focus, flit around the room and their behaviour then deteriorates. This is due to some weaknesses in new staff not being fully aware of how to support

children's individual learning needs. As a result, not all children are consistently motivated to engage and learn. Therefore, teaching is not yet sharply focused on closing the gaps in children's knowledge and the overall quality of education throughout the pre-school is too variable.

- Staff do not consistently support children to behave well and understand what is expected of them. For instance, some staff encourage children to move quickly inside when playing games, while others suggest this behaviour is not appropriate, asking them to walk carefully. Inconsistent support in relation to managing children's behaviour and feelings means that some children become frustrated and struggle to engage in the games with their friends.
- Staff identify children with special educational needs and/or disabilities (SEND) quickly and make appropriate referrals as needed. The need for consistency for these children has been prioritised and staff who support these children know them well and understand their individual needs. Staff work with parents and other professionals involved to implement support strategies and targets. However, these staff members can sometimes be required to support others and this detracts from the support for children with SEND.
- Leaders and staff place a high priority on supporting the families of the children in their care. They develop respectful relationships with parents and warmly welcome them into the pre-school. Staff work closely with parents when their children are settling and encourage parents to join their children for those initial sessions. Staff also use these opportunities to encourage parents to share information about their child, including their required care and stage of development. This is effective in supporting transitions from children's homes to the pre-school.

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:

- help all staff to have a good knowledge and understanding of the curriculum to enable all children to fulfil their learning potential
- support all staff to receive a targeted programme of professional development to help to improve the quality and consistency of their practice
- improve behaviour management procedures and provide consistent messages for children to help them to understand how their feelings and behaviour may impact on others.

Setting details

Unique reference number	EY412012
Local authority	Hackney
Inspection number	10382594
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	15
Number of children on roll	13
Name of registered person	Happitime Playgroup Ltd
Registered person unique reference number	RP523634
Telephone number	02085339988
Date of previous inspection	17 December 2024

Information about this early years setting

Happitime Playgroup LTD registered in 2010 and is situated in Clapton, in the London Borough of Hackney. The setting is open during term time, from 9am to 3pm, Monday to Friday. It offers government funded childcare for children aged two, three and four years. There are four members of staff, two of whom hold appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector
Michaela Hipwell

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- 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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