

Happy Kidz Nursery

1 James Reckitt Avenue, Hull, HU8 7TH

Inspection date

03/12/2012

Previous inspection date

05/12/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their learning and development and they engage in an interesting range of hands-on learning experiences. Their communication, language and problem-solving skills are well supported through effective teaching techniques.
- Children are secure and happy in the provision. They relate well to the practitioners and develop good social skills as they learn to engage and play cooperatively.
- The implementation of the policies and procedures promotes children's health and safety. The setting is secure, supervision of children is good and staff continually risk assess all areas used by the children to ensure any potential hazards are minimised.
- Children's individual needs are met as the nursery works in close partnership with parents, carers and other professionals involved with the children, for the benefit of each child's continual welfare and learning.

It is not yet outstanding because

- Children's choice regarding indoor and outdoor play is not sufficiently flexible to benefit those who learn better outside.
- The self-evaluation is not fully effective in prioritising the targets for further development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two sections and the outdoor area. A tour of the premises was completed. A shared observation of an activity was completed with the owner.
- The inspector held meetings with the owner and manager and talked with children and staff in the different rooms, including key persons.
- The inspector looked at relevant documentation, which included staff suitability checks, the self-assessment form, children's observation, assessment and planning records. Also a representation of the nursery's documentation that supported health and safety.
- The inspector took into account the views of parents spoken to on the day and given in response of the nursery parent questionnaire. Feedback from other professionals who work with the nursery was also seen.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Happy Kidz Nursery was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the east area of Kingston on Hull and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from a purpose-built three-storey building with rooms for the different age groups, a sensory room and other ancillary areas. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, except for Bank Holidays. It is open from 7am until 7pm. Children attend for a variety of sessions. There are currently 61 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds who meet the criteria. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery also provides care for older children before and after school and in the school holidays.

The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, with two holding level 4 and two with Early Years Professional Status. All staff have a paediatric first aid qualification.

What the setting needs to do to improve further

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

- improve opportunities for children to learn outdoors by organising better access to the outdoor space to benefit those who learn better outside
- develop further the process of self-evaluation to identify the setting's strengths and the areas for further development; use this information to effectively prioritise the areas of development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a positive impact on children's learning and development so that children make good progress. They are aware of children's starting points and capabilities, taking into account the length of time children have been at the nursery and how often they attend. Staff make good use of ongoing observational assessment. They effectively evaluate children's play to incorporate their next steps into the planning. Staff revise these aims each week to keep themselves aware of children's current learning needs. However, some children who may learn better outside do not always have the flexibility to choose where they wish to play to maximise their learning.

The educational programmes for all seven areas of learning effectively help children to reach, and sometimes exceed, the expected levels of development. Babies and toddlers achieve good personal, social and emotional development. They enjoy the challenges to develop physically and receive plenty of stimulation from attentive staff to extend their communication and language skills. Older children gain an understanding in literacy and number, for example, recognising their names and using counting in everyday play. They have ample opportunities to gain understanding of their environment and to express their ideas through creative opportunities. Where children are learning to speak English as an additional language, staff focus well on their communication and language skills so that they achieve close to expected levels of progress.

All children receive support to develop good attitudes and the skills to learn effectively. Staff in the baby room give young children the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. The planned next steps for pre-schoolers are well focused so that children moving on to school have good social and learning skills. Overall, staff have good understanding of how to offer appropriate levels of challenge to take individual children forward in their learning. They use open questions to help children think in further depth. Key persons know their children well and effectively use their starting points and interests to foster their learning and development. For example, children work cooperatively in the snow play, sharing the cold weather animals and taking turns with the penguins and polar bears. They extend children's interest in storytelling by varying opportunities for children to re-tell favourite stories using puppets. Young children eagerly join staff in singing songs and rhymes. Older children enjoy challenges to accompany their singing with actions and some signs following the adult.

The contribution of the early years provision to the well-being of children

The nursery's care practices support children to feel emotionally secure and effectively help children to be healthy. Staff consistently implement well-established procedures so that key persons welcome and support families and share information about children. As a result, all babies and children form close bonds and secure emotional attachments to the caring staff. Children confidently seek staff out for reassurance when needed. They have a positive approach to new experiences, as well as organised routines that build confidence. Children concentrate and persevere as they enjoy their activities, including those that they develop for themselves and those led by adults. Children respond well to the clear boundaries set for them. Very young children hear gentle reminders to say 'please' and 'thank you'. Older ones are well mannered and their behaviour is good, as the staff share

consistent expectations and set a good example themselves. Children willingly take on responsibility, for example, tidying away equipment before lunch. The staff support children to become independent and achieve for themselves, freely accessing the bathroom and washing their hands.

Young children expand and develop their own learning situations. For example, a toddler goes to the sensory room and pats the door while looking at his key person, who goes to open the door and supports the child in accessing the stimulating environment. The child goes to the corner wall mirror to see if the images on both sides are the same, laughing and pointing. Children of all ages show good interest in investigating their surroundings. From an early age, babies and toddlers explore many textures. They examine the interesting contents of treasure baskets and engage in messy play, for example, with cornflour mixed with water. Children benefit from frequent stimulation to make positive choices about their activities. In doing so, they gain good skills to eagerly and confidently talk and play with adults and each other. The staff effectively ask their opinions, take time to listen to their ideas and support them to develop their interests. As a result, they make particularly good use of their imagination in developing their play. Staff support children's good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. For example, children name vegetables and fruits in an activity organised by staff. From a young age, children explore how to fasten clothing, recognise their belongings and put on their shoes. As a result, older children achieve good independence in hygiene and managing their personal care. Key persons prepare children for settling into the next age group in the nursery. Staff also effectively support individuals to transfer to school and invite reception teachers to visit.

The effectiveness of the leadership and management of the early years provision

Leadership and management are good because there is a growing and accurate overview of the curriculum through monitoring of the educational programmes. The nursery offers a broad range of experiences to help children make progress in their learning and development. The basis of the teaching is good and the staff team have a secure understanding of each area of learning and how children learn through play. The manager monitors the levels of planning and assessment in each room to make sure these are compatible, consistent and display an accurate understanding of all children's skills, abilities and progress. Staff work closely with individual children who have special educational needs and/or disabilities or speak English as an additional language, so that they make supportive interventions and any gaps in their learning are closing. Joint working with other professionals who are working with children show improved outcomes. Development information is prepared to support the two-year-old assessment for the health visitor.

There are good systems and procedures in place to liaise with other settings that children currently attend. Staff recognise that partnerships make a strong contribution to meeting children's needs. The manager spends considerable time in the nursery rooms so that she is able to monitor the performance of each member of staff. As a result, there are systems in place for monitoring and supporting each staff member's training and professional

development. These have an impact on improving practice throughout the nursery. Self-evaluation takes into account the views of staff, children and their parents. As a result, the nursery is aware of areas that can be developed further. However, the systems in place are not fully effective in prioritising these areas of development.

The management and staff have a good understanding of the safeguarding and welfare requirements and these are well met throughout the provision. The nursery has robust recruitment procedures in place for protecting children, and staff have a secure understanding of how to respond if there was a concern about a child. Staff know and follow clear policies and procedures and implement these consistently. The nursery strives to engage all parents and, overall, works effectively in partnership with them. Parents describe the settling-in procedures and the attention of key persons as very good. Their children are eager to come to nursery and to be with the staff. Key persons take time each day to keep parents well informed about their children's achievements and progress and, for babies, this is backed up with daily care sheets. Parents and children enjoy looking at the learning journals available. The staff's positive interaction supports parents to talk about children's experiences at home and the information is included in the learning journals to further involve parents in their children's learning. Recently introduced systems encourage parents to contribute to the children's record, enabling them to fully contribute their child's learning experiences at home.

Children play with a wide range of attractive and good quality resources. Overall, they have many good opportunities to make choices in their indoor play. However, outside play is not presently maximised as often the access to outside environment is restricted. The nursery has been proactive in completing the local steps to quality level 1 and are waiting for the result of this assessment. They work with the local authority quality improvement officer and other cluster schools and providers to share good practice.

Since the last inspection the setting has addressed the actions and recommendations raised. They have completed formal risk assessments for the premises and outings. The documentation to support the vetting and recruitment of all staff and the required permissions for emergency treatment is available, ensuring children are safeguarded in the setting. The quality audit has promoted the organisation of the learning and development and how they work in partnership with others. This has resulted in a positive curriculum that supports the requirements of the Early Years Foundation Stage and has improved the outcomes for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	509957
Local authority	Kingston upon Hull
Inspection number	803346

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	61 - 16
Total number of places	84
Number of children on roll	77
Name of provider	Happy Kidz Ltd
Date of previous inspection	05/12/2011
Telephone number	01482 788848

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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