

# Happy Hands Ltd Day Nursery

St. James Road, NORTHAMPTON, NN5 5LE

## Inspection date

Previous inspection date

11/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are cared for in a nurturing and supportive environment. They form close bonds and secure attachments with all staff. Staff praise the children when they have done well which promotes their confidence and self-esteem.
- Recruitment and vetting processes are secure and safeguarding procedures are robust. This ensures children remain protected at all times.
- Staff understand the importance of appropriate early interventions. They know how to form effective links with external agencies and other providers in order to ensure children receive the support they need.

### It is not yet good because

- The quality of teaching is not always sufficiently focussed to fully challenge children's learning; to encourage them to think, practise and refine their skills. Therefore, children's learning and development is not fully maximised.
- Staff are not always effectively deployed, in the toddler room, to ensure the children's needs are met. This occasionally compromises the quality of care and learning provided.
- Procedures are not effectively implemented to ensure the outdoor area is safe before the children play outside. This compromises the children's safety.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the pre-school room and outdoor play area.
- The inspector spoke to the registered individual, members of the management team and staff.
- The inspector looked at children's learning journeys, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector discussed self-evaluation.
- The inspector took account of the views of parents.

## **Inspector**

Ann Austen

## Full Report

### Information about the setting

Happy Hands Day Care was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted school in the St. James area of Northampton and is private owned. The nursery serves the local area and is accessible to all children. Children have access to three designated rooms and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, eight members of staff hold appropriate early years qualifications, including two with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- provide challenging and enjoyable experiences for all children by: improving the consistent use of appropriate teaching strategies that take into account the different ways children learn
- ensure staffing arrangements meet the needs of the children at all times; this refers to the deployment of staff in the toddler room
- implement clear and effective procedures to remove or minimise risks to children; this relates to the outdoor play area.

### Inspection judgements

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

Children make satisfactory progress in their learning and are developing the skills needed to help in the next steps of their learning and development. Staff are continuing to develop their knowledge of the revised Statutory Framework for the Early Years Foundation Stage in order to guide the development of children's capabilities. Observational assessment is used to identify learning priorities and to plan relevant experiences for the children based on their interests and next steps. Staff have a general

overview of the children's achievements. Tracking documents are used to monitor the children's progress over time in all areas of their learning and development. The deployment of staff throughout the nursery is generally appropriate. However, the deployment of staff in the toddler room and frequent staff changes over a short period of time, impacts on the quality of the learning provided and the continuity of the children's care.

The key person system supports effective links with parents and carers. 'All about me' information is gathered at the start of the placement. Staff then use this information to aid the settling-in and the initial assessment process. Staff communicate with parents on a daily basis. For example, parents of babies receive a daily written account of their child's day. Parents have opportunities to view their child's progress file and staff are continuing to develop systems to encourage them to add their comments about their child's ongoing learning at home. Parents are invited to join in celebrations, such as the Chinese New Year and the Christmas party.

Staff join in children's play offering support and encouragement. For example, staff effectively support babies' drive to stand and walk and older children learn that tools, such as the glue spreader and scissors, can be used for a purpose during messy play activities. However, occasionally the quality of teaching is not always sufficiently focussed to fully challenge children's learning. For example, staff do not encourage babies to squeeze and make marks in the dough or talk to them about what they are doing. As a result, babies quickly lose interest and learning opportunities are lost. In addition, staff do not always give sufficient time for older children to think and answer questions for themselves and they do not routinely encourage them to count during the context of their play. Consequently, children do not sufficiently explore and talk about their own ideas and their mathematical development is hindered.

Friendships are appropriately fostered. For example, young children extend and elaborate play ideas together during role play activities and as they handle small world resources, such as the farm animals. Free access to paints and a variety of pencils, crayons and chinks supports children's spontaneous mark making. Older children enjoy viewing and drawing the daffodils. They are encouraged to write their name on their picture, which effectively supports their early writing skills. Children are proud of their achievements. They look at books for enjoyment and enjoy sharing picture books and stories with the staff. Children are encouraged to recite and re-enact rhymes, such as 'Timmy turtle' and 'There was a princess long ago'. Older children are beginning to recognise words in print, such as their name, which develops their early reading skills. Consistent routines, the introduction of new vocabulary and regular discussion with parents effectively support children who speak English as an additional language.

Children enjoy being physically active. For example, babies enjoy crawling around the available space and learn to walk independently. Older children run, manoeuvre wheeled toys, climb on the climbing frame and jump from one circle to another in the outdoor area. Consequently, children are developing skills in coordination, control and movement. Children visit the local library, celebrate festivals, raise money for charity events and enjoy trips on the bus and train. This broadens children's range of experiences and understanding of the wider world. Babies and younger children are developing their early

understanding of technology as they explore toys with buttons, flaps and simple mechanisms and learn how to operate them. For example, children press levers on the activity cube to activate different colours and sounds.

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

All children and their families are warmly welcomed into this friendly provision. They are respected as individuals and treated with kindness. Consequently, children settle well and develop secure attachments with their key person and all staff members. Care is taken to gather relevant information about children's care needs at the start of the placement. A gradual settling-in process ensures each child's emotional security. This is because parents are welcome to stay and help settle their child, and staff take time to find out about each child's preferences and routines. For example, information is exchanged to ensure that specific dietary needs and preferences are catered for and that any medical needs are known and accurately met. This effectively promotes continuity in the children's care. Transitions between rooms are appropriately managed; children are gradually introduced to their new room and to their key person and information about their care and learning is shared.

Children have access to an appropriately resourced and welcoming environment. For example, children are able to freely access resources for themselves and their photographs are displayed which supports their sense of belonging. However, the deployment of staff in the toddler room occasionally impacts on the children's continuing well-being. Children are supported in developing their understanding of safety issues. For example, they learn to evacuate the building in the event of a fire and older children learn why it is dangerous to run indoors. Staff support all children to behave appropriately. They encourage children to develop respect, to be kind to each other, to share the resources and to take turns. Staff praise the children for their achievements, which promotes their confidence and self-esteem. Consequently, children smile and are proud of their achievements.

Children have regular access to the outdoors for fresh air and exercise and are encouraged to be active and energetic. For example, children go on walks around the community, visit the local park, make footprints in the snow and access the outdoor play area. Children's individual dietary needs are acknowledged and met because staff take account of the wishes of parents. They are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. For example, children are offered a variety of fresh fruit for their snack and are able to help themselves to a drink if they are thirsty, which ensures they remain comfortable and well-hydrated. Children's independence and self-care skills are promoted as part of the provision's routines. For example, babies are encouraged to hold their own cup and to attempt to use a spoon and older children chop fruit for their snack, wash their own utensils and put on their coats and hats for outdoor play. Staff implement effective hygiene routines to enable children to adopt healthy habits, such as washing their hands before eating their snack and after using the toilet. This helps to prevent the spread of infection.

### **The effectiveness of the leadership and management of the early years**

## provision

Since registration the management team has worked hard to develop the overall quality of the provision. They have an appropriate overview of the educational programmes and the experiences required to help children progress towards the early learning goals. Systems are in place to monitor the quality of teaching, the educational programmes and the overall quality of the provision. As a result, management has recently revised planning systems and measures to improve the quality of teaching are currently being implemented. Appraisals and supervision arrangements are in place and professional development is actively encouraged. This supports staff to improve and develop their existing practice. Management and staff demonstrate a commitment to the continual development of the whole provision. Self-evaluation, including asking parents for their comments about the care and learning provided, is used to highlight successful practice and areas for improvement. For example, management intends to develop the outdoor play area.

The management team has developed an appropriate range of written policies and procedures to support the effective management of the provision. For example, a behaviour management policy is in place and is effectively implemented. Vetting and induction processes for all adults who work with the children, or come into contact with them, are secure. For example, management obtains enhanced disclosure and barring service checks. This ensures that all staff are checked before they have unsupervised access to children. The arrangements for safeguarding children are secure. Staff understand the signs of abuse and the designated practitioner responsible for child protection understands her responsibility to report concerns to the appropriate agencies. This ensures children remain protected at all times. Staff appropriately supervise the children. The premises are secure and visitors to the premises are asked for their identification and requested to sign the visitor's book. However, daily safety checks are not always effectively implemented in order to reduce the risks to the children. For example, a large area of ice was not made safe before the children played outside. As a result, an accident occurred and children's safety was compromised. The provider has, therefore, also failed to meet a requirement for the voluntary and compulsory parts of the Childcare Register.

Staff establish friendly relationships with parents in order to support the children's continuing care and learning. Parent's comment positively about the care and learning provided. They state that staff are 'very accommodating', that their children are 'more confident' and that they 'have developed in terms of behaviour and maturity'. Staff understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need. For example, procedures are in place to seek expert advice from other professionals, such as the speech therapist and the area special educational needs coordinator. Partnerships with other providers who deliver the Statutory Framework for the Early Years Foundation Stage have been effectively established. For example, information about the children's care and learning needs is regularly exchanged. This ensures continuity in the children's ongoing learning and development.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure all necessary measures are taken to minimise any identified risks to children (Suitability and safety of premises and equipment)
- ensure all necessary measures are taken to minimise any identified risks to children (Suitability and safety of premises and equipment).

## 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 action. 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

<b>Unique reference number</b>	EY449680
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	885243
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Happy Hands Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01604 758 001

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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, which are usually the childminder's 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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