

Happy From Home

7 Molineux Avenue, LIVERPOOL, L14 3LT

Inspection date

Previous inspection date

27/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The educational programmes have depth and breadth and delivered by staff who understand how children learn. Consequently, children are motivated and make good progress in this welcoming environment.
- Staff are good role models and treat children with kindness and respect. This ensures that children's behaviour is good throughout the nursery and they play happily with their peers.
- Parents receive regular information about the activities their child has enjoyed during the day, so that they are actively involved in supporting learning in their home life.
- Very good policies and procedures are fully understood and implemented by all staff. Consequently, children are well protected and kept safe from harm.

It is not yet outstanding because

- There is scope to further improve the layout of rooms and resources in order to enhance children's choice and learning opportunities in the outdoor area.
- There is scope to create more opportunities to talk about healthy foods with children, to reinforce messages about healthier choices.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the premises, indoors and outdoors.
- The inspector sampled a range of documentation, including safeguarding procedures, self-evaluation, menus, policies and procedures.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.

Inspector

Lynnette Kobus

Full Report

Information about the setting

Happy From Home was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a semi-detached house in the Broadgreen area of Liverpool and is owned and managed by a charity. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff, all of whom hold an appropriate early years qualification at level 3. The manager holds an early years qualification at level 6.

The nursery opens Monday to Friday all year round, except bank holidays and a week at Christmas. Sessions are from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 33 children on roll. The nursery supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- provide even more choice and freedom for children by, for example, updating some resources and the layout of some rooms, to enhance learning opportunities in the outdoor area
- create more opportunities to talk about healthy foods with children, to reinforce messages about healthier choices.

Inspection judgements

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

Staff confidently demonstrate good knowledge about how children learn through play, which results in children being motivated and interested in learning across all age groups in the nursery. Staff gather comprehensive information from parents before children join, which demonstrates very good partnership working. Staff make initial observations and assessments of children and use this information to plan children's learning activities. Consequently, children consistently demonstrate characteristics of effective learning and make good progress. Parents receive regular information about activities their child has enjoyed during the day so that they can continue to recognise and use learning opportunities at home. Systems for completing the 'progress check at age two' along with

ongoing and summative assessments are well established. An overview tracking sheet ensures that any gaps in progress are quickly identified and acted upon appropriately.

Staff enable children to become active learners. For example, outdoors children arrange planks and crates, with staff support to create a challenging obstacle course. Indoors a child learned to use construction kits, through a calm and consistent approach from his key person. As a result, children show a 'can do' attitude, which is very well role modelled by all staff. Children self-register and place their name and photograph on a chart, with pre-school children learning to read their own name and other children's names. The staff also use this opportunity to count how many children are in the nursery and how many children are not in, providing a good opportunity to learn about mathematics in an everyday context. The self-registration system also helps children to get ready for school.

Staff attend a range of quality training, which is shared in the whole staff team, ensuring consistency of approach for the children. This is particularly evident with the focus on communication and language development because all staff listen to, and respond with appropriate language to children's interests. For example, a child who has a keen interest in cars has good opportunities to extend his language skills with his key person who helps him to name a range of cars. She extends his understanding further by discussing different journeys that he enjoys in his family's car. The environment is calm with a range of resources to support learning and development. However, there is scope to enhance the range of resources and lay out of the rooms so that children have greater choice and freedom to move between the indoor and outdoor learning environments.

Staff are very good at recognising the links between language development and personal and social development, which effectively supports children's self-confidence. For example, the children particularly like their 'star of the day' board, which encourages children and staff to focus on and celebrate positive behaviour. Babies' communication and language is well supported because staff who are very nurturing and settle quickly in the nursery. This is because staff are very sensitive to the individual needs of the babies and work closely with parents, finding out as much information as possible. Therefore, babies' needs are well met and parents comment that they feel confident leaving their children in the staffs' care.

In the toddler rooms staff demonstrate how they build on children's interests to support learning and development. They incorporate favourite songs from home into planning, providing opportunities for learning and development throughout all of the educational programmes. For example, making music, learning rhyming words and following instructions in dance moves. The strong key person system and strategies for observation assessment and planning ensures that all children's needs are identified and met in an inclusive welcoming environment.

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

Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between staff and children ensures that all children form positive and trusting

relationships. Children settle well at the nursery because staff find out good information from parents about their child to ensure all children's needs are known and effectively met.

Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at meal times children help to serve their own meals and choose from a healthy varied menu. Children enjoy the meals they have and ask for second helpings. Staff act as good role models, helping children to learn about the importance of good hygiene routines, such as washing their hands before lunch and after toileting. Children are able to manage their own self-care appropriate to their age because staff provide good guidance and give them time to complete tasks. For example, children competently serve themselves a range of foods and use appropriate cutlery independently. However, staff do not make good use of opportunities to fully discuss the benefits of the healthy foods as children eat to enhance their knowledge about making healthy choices.

Children's behaviour is good. Staff use positive strategies to help children understand about acceptable behaviour. Behaviour management training is very well embedded and staff share their good knowledge to support parents' understanding of positive behaviour management. Children learn about keeping safe as staff give them gentle reminders so that they do not hurt themselves. All staff are nurturing and know the children well. For example, a child was initially upset because he had paint on his hand. His key person gently calmed him down and helped him to wash the paint from his hands. This approach is consistent throughout the nursery, resulting in very good progress in personal social and emotional development for all children. To help prepare children getting ready for school, staff work closely with local schools and have devised effective transition strategies in partnership with parents. Children talk excitedly about starting their 'new school.'

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

The management and staff demonstrate a good understanding of the educational programmes to ensure that all areas of learning and development are fully implemented. For example, tracking and monitoring of children's progress help the manager to identify strengths and areas for development in the nursery. Consequently, focused plans ensure children have access to broad range of experiences to help them make good progress towards the early learning goals. Self-evaluation is very detailed with staff, parents and children's views included as they strive to provide the best possible care and education for all children.

Effective systems are implemented to enable staff to continually evaluate their practice and seek ways to improve. This is achieved through the very good role modelling from the manager and nominated person. The management team are fully committed to supporting staff development and place a strong emphasis on training. Consequently, staffs' knowledge and understanding of child development is implemented effectively to support children's good progress.

Children's safety is of paramount importance. Policies and procedures for safeguarding children are comprehensive and all staff have a good understanding of what to do if they have any concerns about a child in their care. Detailed risk assessments for all areas of the nursery are carried out to ensure that children can play in a safe environment. Very good partnerships between parents and external agencies is well established, with effective communication systems ensuring that parents are kept fully informed of their children's needs and progress.

The Childcare Register

The requirements for the compulsory 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 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

Unique reference number	EY459834
Local authority	Liverpool
Inspection number	907195
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	33
Name of provider	Shap Ltd
Date of previous inspection	not applicable
Telephone number	01512209490

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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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