

Happy Kids Clifton

105 Old Clifton Lane, ROTHERHAM, S65 2AW

Inspection date

Previous inspection date

18/03/2014

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

- Children are acquiring the necessary skills to support their move onto school because practitioners provide a good balance of adult-led and child-initiated activities that cover the seven areas of learning.
- Effective partnership working with parents means there is a continuity of learning between the nursery and home, which contributes to the good progress children make.
- Children's personal, social and emotional development is promoted well, as they learn to make relationships and play cooperatively with their friends.
- The management team and practitioners demonstrate a firm understanding of how to safeguard children and the steps to take if they have a concern. As a result, children are kept safe.

It is not yet outstanding because

- The role play area occasionally lacks resources which reflect children's interests, to support their pretend play.
- In the outdoor environment, children have fewer opportunities to learn about words, numerals and shapes to enhance their very good learning even further. Also, children do not always learn about nature, growth, decay and how things change over time.

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 activities in the two playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, children and practitioners at appropriate times throughout the inspection.
 - The inspector checked evidence of practitioners' suitability, training certificates, policies and procedures, risk assessments and the nursery's self-evaluation documents.
- The inspector spoke with parents to gain their views on the quality of the provision and took account of written information included in parent questionnaires.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Jane Tucker

Full report

Information about the setting

Happy Kids Clifton was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted premise in Rotherham and is one of a number of provisions managed by Happy Kids Childcare Limited. The nursery serves the local area and is accessible to all children. It operates from two playrooms and there is an area available for outdoor play. The nursery employs seven members of childcare staff. They hold appropriate early years qualifications at level 2 or above. 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 52 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend the use of the role play area so that it provides more resources which reflect children's interests and provide paper and pens to allow children to make connections in their learning
- enhance the outdoor environment so it is even richer in print to allow children to learn about words and make connections in their learning and provide further opportunities for children to observe things closely, so they can learn about growth, decay and changes over time, to promote their understanding of the natural world.

Inspection judgements

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

Children are making good progress in relation to their starting points because activities are planned to meet their individual needs, interests and cover the seven areas of learning. Practitioners have experience and secure knowledge of how children learn through play and provide a sound balance of adult-led and child-initiated play based activities. Consequently, children gain a good range of skills to support their future learning for instance, when they move onto school. Parents are involved in their children's learning right from the start when practitioners ask them what their children have already achieved. This information together with practitioners' observations helps to form the baseline assessment to begin children's learning journey. Thereafter, regular observations are recorded to establish how each child is developing and to determine their next steps in learning. The completion of the 'This is me at two' assessment ensures children's progress is tracked and early intervention is sought if necessary.

The quality of teaching is good and practitioners encourage children to find ways to solve their own problems, as they attempt to fit jigsaw pieces together. Practitioners use language to encourage children to think and quickly they realize that the picture on the front of the jigsaw box will help them to solve their puzzle. They take independent action to make their changes and show satisfaction in meeting their achievement, as they say 'Yes it fits'. Babies enjoy taking part in singing nursery rhymes, as they hold up their fingers to counting songs and attempt to copy actions. Children count large cardboard tubes as they stack them on top of each other, promoting their early number skills. Babies and children have lots of opportunities to engage in sensory experiences, as they squeeze shaving foam in their hands. Also, as they feel water on their face from 'splashing' and use paint and glue to create their pictures. Open-ended questions, such as 'What does the glue feel like?' allow children to demonstrate their early ability to describe texture, as they say 'it's sticky'.

Children show great pride and are very excited to share their achievements with practitioners. They carry their paintings and use language as a powerful means of sharing their success, as they tell practitioners 'look I have painted a big, big shark, monkey and dinosaur'. Practitioners acknowledge children's accomplishments by placing their pictures on display walls, promoting their motivation to learn and their sense of belonging. Role-play activities encourage children's excursions into imaginary worlds, as they engage in pretend play based on their own first hand experiences. For example, children pretend to mix eggs, butter and flour together to make their cake. The role play area occasionally lacks resources which reflect children's interests, to support their pretend play even further. The nursery places a strong emphasis on working in partnership with parents. For example, parents are invited to 'stay and play' sessions to participate in activities with their children. In addition, they are encouraged to share their children's learning at home through verbal exchanges and the use of a social media site. This demonstrates parents' contributions are welcomed and this shared approach successfully contributes to the good progress children make.

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

The role of the key person is implemented effectively in the nursery ensuring every child's care is tailored to their individual needs. Practitioners in each room spend time getting to know children and their families well. They gather good information from parents using 'This is me at home' documents, to support children's emotional well-being. This together with pre-starting visits and flexible settling-in sessions help to ensure children form secure emotional attachments to their key person. Practitioners in the baby room demonstrate a caring, loving and nurturing nature, as they warmly interact with babies. Babies look for reassurance when they feel tired. They enjoy cuddles as they quickly fall asleep in the arms of practitioners, showing how they feel safe and secure in their care. Resources are stored at age-appropriate heights and the enabling environment promotes children's independence in their self-chosen tasks. For example, children who plan to draw confidently move large pieces of paper from the painting area and place them on the floor. This demonstrates effective characteristics of learning, as children initiate their own activities and show a 'can do' attitude.

Children's behaviour is good due to the positive support of attentive and engaged practitioners who spend quality time with children during their play. Any slight incidents of frustration are dealt with appropriately and practitioners reinforce positive actions, as they teach children to use 'kind hands'. In addition, children demonstrate how they are learning the rules for being together, as they take turns to achieve their goal of building a 'tower'. This promotes children's personal, social and emotional development, as they learn to make relationships and manage their own feelings and behaviour. Furthermore, practitioners observe children's activities well and recognise opportunities to teach them about keeping themselves and others safe. For example, when children want to push over their 'tower', practitioners explain that they have to look around them to make sure their friends do not get hurt. Good hand washing and nappy changing procedures are followed and practitioners ensure that efficient hygiene practices keep children safe and healthy. Mealtimes are sociable occasions and practitioners use this time effectively to talk about healthy food choices. For instance, children recognise that fruit and carrots are better for you than crisps. Children's independence in their everyday tasks is also promoted well at mealtimes, as they walk to the 'food table' and with support from practitioners, serve their own food. Children demonstrate that they are learning to listen to their body messages, as they independently decide if they would like more food or not. Accordingly, children are learning aspects of self-care, as they begin to recognise their own personal needs and take independent action to meet them.

All children enjoy access to daily fresh air and opportunities are provided for children to take part in activities to promote their physical development. For example, children have space to run around and learn to take sensible risks, as they climb ramps and put out their arms to balance themselves on small beams. In addition, children enjoy using small tools to dig in the soil, as they fill and empty buckets. However, the outdoor environment is not always used to its full potential, to allow children to talk about things they have observed in the natural environment. Furthermore, there are fewer opportunities for children to learn about words and make connections in their learning, as the environment is less rich in print. Practitioners provide good support to prepare children for their transition both within the nursery and to other settings and school. For example, the role play area is set up as a school classroom and children are provided with school uniforms to dress up in. Moreover, teachers are invited to visit children who are moving onto school and spend time talking to them in the nursery environment. This helps children to know what to expect and prepares them emotionally for their next stage in learning, which is usually starting school.

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

The management team and practitioners have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Practitioners attend relevant child protection training and know how to identify and report any possible signs of abuse and neglect, at the earliest opportunity to protect children. In addition, their knowledge and understanding is regularly tested in staff meetings and through the use of safeguarding questionnaires. Safeguarding policies and procedures are implemented consistently and include the procedure to be followed in the

event of an allegation against a practitioner. Furthermore, they include the use of mobile phones and cameras in the nursery, to protect children from their misuse. Robust recruitment procedures are in place to ensure all practitioners have the appropriate skills and knowledge, to fulfil the requirements of their role. All practitioners are vetted and Disclosure and Barring Service checks are completed, to help guarantee their suitability to work with children. Risk assessments are conducted on areas used by children and reasonable steps are taken to minimise hazards, to keep children safe and well.

The management team makes good use of a very effective database system, which allows them to quickly and effectively monitor the educational programmes and the progress children make. Consequently, planning and assessment are consistent, precise and display an accurate understanding of all children's skills, abilities and development. Furthermore, children with identified needs are targeted, their progress rigorously monitored so that recognised gaps in learning are closing. Practitioners are well qualified and experienced, which means that the children are very well supported in their learning and development. The practice and performance of practitioners is effectively monitored through regular supervisions, peer observations and annual appraisals. As a result, practitioners are constantly improving their already good quality of teaching and practice. In addition, an effective programme of professional development is helping practitioners to develop their knowledge and understanding of childcare further, to benefit children.

The management team and practitioners are fully committed to the future development of the nursery. Consequently, they use self-evaluation as a tool to help identify strengths, weaknesses and priorities for enhancement. This effectively takes into account the views of children, practitioners and parents whose comments are acknowledged through parent questionnaires and verbal feedback. Furthermore, the drive for improvement is demonstrated by a clear improvement plan that supports children's achievements over time. Partnerships with parents are good and positive relationships ensure children's needs are met. Parents speak highly of the nursery and say that practitioners keep them well informed of their children's learning and development. The nursery has also established good links with the local schools and other professionals, such as the local authority. This makes a strong contribution to meeting children's individual needs, as practitioners share mutual support and ideas for best practice, to ensure no child is disadvantaged.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY470183
Local authority	Rotherham
Inspection number	940201
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	52
Name of provider	Happy Kids Childcare Limited
Date of previous inspection	not applicable
Telephone number	01142215490

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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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