

# Happy Kids Delamere Park

Delamere Street, Manchester, M11 1JY

## Inspection date

Previous inspection date

03/04/2014

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

- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently. This ensures that children's welfare is protected and children are kept safe from harm.
- Effective partnerships with parents and a well embedded key person system, helps children to form secure emotional attachments. Consequently, children are well prepared for their transitions, both into the nursery and going on to school.
- Effective leadership and management with thorough systems for supervision and performance management has a positive impact on teaching and children's learning and development.
- Effective planning provides children with a broad range of exciting and stimulating activities that engages them and builds on their individual interests and learning needs. As a result, they consistently make good progress in relation to their starting points.

### It is not yet outstanding because

- There is scope to improve further the outdoor environment to enhance opportunities for all children and to raise the quality of the provision to its highest possible levels.
- There is scope to improve further the already good literacy opportunities in all areas of the provision which will raise children's reading and writing skills even higher in preparation for school.

## 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 learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the provider/manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessments and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Karen Armstrong

## Full report

### Information about the setting

Happy Kids Delamere Park was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Delamere Park area of Openshaw, Manchester and is operated by Happy Kids Childcare Ltd who own and manage eight other settings. The nursery serves the local area and is accessible to all children from two years of age. It operates from a single-storey, self-contained unit within the grounds of Delamere Park. There is an enclosed area available for outdoor play. The nursery opens from 8am to 6pm each weekday, all year round. Children attend for a variety of sessions. 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:

- enhance further the outdoor area and the monitoring of the staff in this area in order to have an even more positive impact on the quality of teaching and learning
- extend further the writing opportunities for children in all areas in order to have a further impact on all children's literacy skills
- implement phonics training for staff in order to improve the development of children's reading and writing skills.

### Inspection judgements

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

The quality of teaching in the nursery is good and practitioners are very knowledgeable about the Early Years Foundation Stage. They know that children learn best through play and first-hand experiences. Children are encouraged to use 'real' resources to support their learning. For example, children pour their own milk from a milk bottle where experiences, such as weight, capacity and physical skills are developed. The setting provides a wide range of appropriate, stimulating activities for the children throughout the setting. Consequently, children are motivated to learn and make rapid progress across all areas of learning in readiness for school. Practitioners deliver consistent practice, observing, assessing and planning effectively for each child's progress with a clear knowledge of each child's character, needs and learning style. They consistently take into account each child's interests when planning for their next steps. Practitioners working with two-year-olds concentrate on planning for the prime areas of learning because they

recognise that these are the areas that children need to be secure in first. Parents are involved in their children's learning right from the start when practitioners ask them about what their children can already do. Parents are invited to regular summary review meetings to discuss their child's progress. Practitioners share children's next steps for learning with parents and offer suggestions for parents to extend their child's learning at home through one-to-one discussions, the use of newsletters, assessment review meetings and the setting's website.

The mathematical development of children is fostered well in the nursery. Opportunities are made both during child-initiated play, and planned and routines times to promote mathematical concepts. For example, children are encouraged to count when rolling balls in play, visual displays and language promote children's understanding of how many children are in the sand and water areas. They also sing songs to support their understanding of subtraction before going off to prepare for lunch. Practitioners use open-ended questions to support children to think and analyse problems and practitioners use skills in descriptive commentary to enhance children's vocabulary throughout the day. There is an identified literacy and numeracy area which is well resourced. However, the extension of writing resources in other areas are limited and therefore, there are missed opportunities for children to develop their writing skills further. The use of information and technology is fostered and children have opportunities to use a range of children's computers and other information and technology resources, such as a compact disc player where children are encouraged to make choices and operate the player independently. Children have access to a wide range of books and props to support in story telling and enjoy sharing them with practitioners and listening to their favourite stories. Opportunities are regularly used with children to enjoy songs both during routine times and child-initiated. A variety of props are available to encourage children in both storytelling and singing of their favourite songs.

Children are secure in their environment and confidently leave the carers to go off and explore. Children are offered challenge and are supported and encouraged to make choices. For example, children gather the utensils they need which are clearly labelled to organise their packed lunch and snacks that are provided and pour their own drinks. Parents are encouraged to contribute towards their child's learning by providing information about what children like and can do at home. This shows that staff, value the parent's views and understand the importance of parental partnership in children's learning. The outdoor area and resources provide opportunities for children to a range of physical skills, such as climbing, balancing, throwing, catching and cycling. However, there is scope to develop the outside area further to support even further the children's natural curiosity and investigation. Practitioners have a good understanding of the importance of helping children to gain the necessary skills for when they move on to school. For example, opportunities are given for children to 'register' by recognising their name. Children talk daily about the weather and the days of the week and children are encouraged to develop their independence skills during routine times. For example, they are encouraged to put on and fasten their coats, prepare themselves for lunch and snack and to clean their own teeth after lunch. Children are encouraged to tidy up after being given a five minute timeframe to help them plan and prepare for the next routine.

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

The key person system is strong and provides support for both the children and their parents as both develop positive relationships with key staff. Parents comment that they find all staff extremely supportive especially during settling-in times and transitions within the setting. During these times, parents acknowledge staffs efforts at tailoring the transitions in accordance to their children's unique needs. This is because staff, understand the importance of children feeling safe, secure and confident before they are able to show an eagerness and readiness to learn. This approach effectively supports children's emotional well-being and provides the smoothest of starts for them. The setting has good links with one local feeder school and they are developing links with another. The setting also has good links with the local Children's Centre which supports transition into the setting also. This aids children to make the best possible progress.

Parents provide a packed lunch for their child and are encouraged and supported in ensuring it is a healthy lunch. Fruit, milk and water are provided continuously by the setting. This ensures that the children enjoy healthy food and experience a variety of tastes. Children are encouraged and supported throughout these social routines to get the resources they need to organise themselves, including plates, cups and utensils and water or milk. After lunch, time is made to support children in cleaning their teeth. This helps children to develop further their independence skills and promote healthy lifestyles. Dietary and medical needs are fully discussed and taken account of. Where other special requirements are identified, staff work in partnership with other professionals and parents to ensure that every child receives the support they require. Children are kept safe, exterior doors are kept secure to ensure that only authorised individuals access the nursery. Effective risk assessments ensure that all areas and equipment are fit for use. For example, the indoor and outdoor areas are checked prior to the nursery opening to ensure it is suitable for the children to access. Children are reminded about safety and are generally enabled to take risks to further develop their skills. For example, a child is supported to cut up his fruit with a plastic knife during lunch time. Children receive encouragement and praise throughout the day which effectively builds self-esteem and promotes emotional security.

The environment is stimulating, friendly and well resourced. All resources are stored at low-level to encourage children's engagement and independence. Inclusion is given a high priority. As a result, children learn to be accepting of each other's similarities and differences, this is role modelled by staff at all times. Children's behaviour is managed well. Staff, regularly get down to children's level and calmly talk about their expectations. As a result, the focus is on a positive atmosphere of mutual respect and trust, where staff frequently praise children's efforts and achievements.

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

Safeguarding arrangements are strong. Staff understand their role in protecting children from harm and are aware of what to do should they have a concern about a child's welfare. Recruitment and induction procedures are robust and ensure that all those

working with children, are suitable to do so. Risk assessments are thorough and as a result, children are cared for in a safe environment. All staff have a current Disclosure and Barring Service check and staff regularly sign to say that there have been no changes to their circumstances that affect their ability to work with children. All staff attend training and are all required to complete key training, such as Safeguarding Level 1. Consequently safeguarding procedures are fully understood by all staff. New staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the nursery. Regular supervisions and team meetings are in place to discuss strengths and weaknesses and there are links to other settings where sharing of good practice is encouraged.

The management team and directors are fully committed to providing a high quality service for children and encourage parents to take an active part in their children's learning and the local community. The progress of all children is monitored to ensure that staff are accurately assessing each child and providing appropriate activities to help them to make good progress. Peer observations of practice is a regular activity both formally and informally which helps to strengthen the quality of teaching so that children are able to achieve good levels of achievement in all aspects of their learning. Self-evaluation is used to good effect and there is a strong commitment to continually improving and developing the nursery.

Staff build positive relationships with parents and chat with them on a daily basis about their child's achievements and well-being. They invite parents into the setting for a variety of events, including review meetings to discuss further their child's progress. This approach enables parents to feel welcomed and a genuine part of their child's care and education. Noticeboards around the setting provide parents with additional information about childcare issues and about the Early Years Foundation Stage particularly. There is also a well used interactive website where parents can access relevant early years information, advice on home learning activities and community activities. This helps parents support and develop their children's learning at home and make links in their local community. Parents comment to say they are very happy with the care provided and that the staff are 'friendly and welcoming' and that the setting is 'supportive and cares for my child's needs'. The nursery also provides good links with other providers, such as the local Sure Start Centre and the local schools. This has supported children and their parents in their transition to the setting and will support those children when moving onto school. Staff meetings have a focus on the settings improvement plan which links to the settings self-evaluation. There are regular opportunities to gather feedback from parents and identify next steps after analysing the feedback. This approach encourages and enables parents to have a voice in the development of the setting.

### **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

<b>Unique reference number</b>	EY470174
<b>Local authority</b>	Manchester
<b>Inspection number</b>	941206
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Happy Kids Childcare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07834094926

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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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