

Happy Kids East Dene

MOWBRAY GARDENS COMMUNITY CENTRE, Mowbray Gardens, Rotherham, S65 2UH

Inspection date

Previous inspection date

11/04/2014

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

- Children make good progress in relation to their starting points because the quality of teaching is good and practitioners provide a sound range of activities that cover the seven areas of learning and engage their interest.
- 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 work as part of a group and follow the rules for sharing.
- The management team and practitioners have a good understanding of the safeguarding and welfare requirements, to help keep children safe.

It is not yet outstanding because

- In the outdoor environment, children have fewer opportunities to take on a role and act out their experiences with others, to promote their imaginative play further.
- Children are not always provided with opportunities to talk about features of their environment, to further promote their understanding of the world.

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 play rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the management team, practitioners and children at appropriate times throughout the inspection.
- The inspector checked evidence of practitioner's 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.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Jane Tucker

Full report

Information about the setting

Happy Kids East Dene 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 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 play rooms within Mowbray Gardens Community Centre and there is an area available for outdoor play. The nursery employs seven members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 4pm. Children attend for a variety of sessions. There are currently 37 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:

- provide further opportunities for children to use their imagination outdoors, for example, by introducing a story line or narrative so children can act out their experiences with others, to promote their make-believe play by pretending
- enhance opportunities for children to explore both the built and the natural environment and provide large and small construction boxes outdoors so children can make models of features in the local area, to promote their understanding of the world.

Inspection judgements

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

Children are provided with a good range of activities that are planned according to their individual interests and cover the seven areas of learning. This ensures children gain a sound range of skills to support their future learning, for example, when they move on to school. Practitioners assess children's abilities on entry by recording incidental observations which also identify children's characteristics of effective learning, such as, their motivation and engagement in their play. This information together with detailed knowledge from parents collated on the 'This is me at home' document helps practitioners to make an initial assessment of children's starting points on entry. 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' check and assessments carried out at the end of each term helps to ensure that children's development is tracked effectively. Consequently, assessments show that children are making good progress in relation to their starting points. Moreover, where children's starting points are below those

of other children their age, assessments show they are improving and the gap is closing.

Teaching is good and practitioners support children's active learning, as they encourage them to choose their activities and stimulate their interests through shared attention. For example, children choose to fill and empty rice into plastic pans. Open questions encourage children to talk about people who are not present, as they tell practitioners that they are 'making a cake for their mummy'. Children use language to describe what they are doing, as they say they are mixing and stirring their ingredients. Practitioners introduce mathematical language, as they describe children's pans as 'full' and 'half full', pointing to them retrospectively to allow them to visually understand their learning. Practitioners introduce kitchen weighing scales to children's play, to allow them to explore further and maintain concentration on their chosen activity. Children pour rice into the weighing scales and practitioners ask skilful questions, such as 'How much do you think we need?' to promote their critical thinking. Books are used well in the nursery to promote children's early literacy skills and make connections in their learning. For example, children playing with 'dinosaurs' in the sand tray have books about dinosaurs close to hand so they can make comparisons. Consequently, when practitioners ask children if they have spikes on their back, they confidently answer that they do not but the dinosaurs in the book do. Children take on a role in their play, as they pretend to be characters from the stories they enjoy, such as the dinosaur, cow and duck. However, there are fewer opportunities outdoors for children to access books and represent their own ideas through the introduction of a story line or narrative.

The nursery places a strong emphasis on working in partnership with parents from the start. Parents are encouraged to support and share information about their children's learning and development at home. In addition, parents' evenings are carried out and regular progress reports help to ensure that parents are well informed about their child's development. Practitioners encourage parents to attend 'play and stay' sessions. Furthermore, 'home leaflets' are given to parents to promote simple activities that children and parents can do together at home. This shared approach to children's learning and development successfully contributes to the good progress children make and demonstrates a continuity of learning between the nursery and home.

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

A well-established key-person system helps children to make a smooth move between home and the nursery. This is because practitioners ensure children feel safe and secure, as they get to know their individual needs well. They take time talking to parents during initial visits and gather important information about their child's care practices and emotional well-being during settling-in sessions. Consequently, children form secure emotional attachments with a special person. Wall displays enhance the nursery environment and give children a sense of belonging and self-awareness. Play spaces are organised well and resources are of a good quality and stored at age appropriate heights. This allows children to make independent choices about their play, use their imagination and play with their friends. As a result, children are happy, relaxed and confident in this welcoming environment.

Practitioners act as good role models in the nursery. They are polite to each other and work well as a team. Frequent praise and encouragement raises children's self-esteem and encourages positive behaviour. Any slight incidents of frustration are dealt with appropriately and children are learning how to work as a group and follow the rules for sharing. Therefore, children are learning to manage their feelings and behaviour which promotes their personal, social and emotional development. Children are encouraged to be independent in their everyday tasks, as they use knives to spread butter and jam onto their toast and pour their own milk and water. In addition, children gather their own coats and shoes for outdoor play and attempt to put them on, asking for help when needed. This promotes children's learning about self-care, as they begin to do things for themselves. Practitioners promote children's understanding of a healthy diet and lifestyle well, as they talk about food that is good for them. Parents are also encouraged to provide their children with healthy lunch boxes from home. This allows children to learn about healthy food options and the need for variety in food. Children sit at the table together when eating snacks and lunch as this provides each child with good opportunities to develop their social skills and manners.

Practitioners ensure good hygiene practices keep children safe and healthy. For example, children are learning the importance of washing their hands before mealtimes and after going to the toilet. Furthermore, children manage their own personal needs successfully, including going to the toilet independently. Frequent opportunities are provided for children to enjoy daily fresh air and take part in a range of activities, to promote their physical development. For example, children throw and catch a large ball and step up onto log stumps, promoting their large and small muscle skills. They handle tools effectively, including paint brushes and chalk which they use to make marks on the blackboard. Outside, practitioners teach children how to take sensible risks and keep themselves safe, as they encourage them to step in, on and out of large tyres themselves. Children make observations about some of the things they have discovered, such as the snails inside a tyre. They show concern for living things, as they talk quietly so they do not frighten the snail. However, there are fewer opportunities outdoors to arouse children's awareness of features in the environment and immediate local area. Children are provided with good support to prepare them for their move both within the nursery and to other settings and school. For example, teachers are invited into the nursery and role play areas are set up to allow children to try on school uniforms. This helps children to know what to expect and prepares them emotionally for their next stage in their 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. The designated safeguarding officer clearly understands her role and responsibilities as the lead practitioner to protect children, and her accountability for liaison with local statutory agencies and Ofsted. Practitioners attend relevant 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 through the use of safeguarding questionnaires. Effective safeguarding policies and procedures are in place, which include the procedure to be followed in the event of an allegation being made against a practitioner. Furthermore, they include the use of mobile phones and cameras in the nursery, to protect children from their misuse. Security is efficiently implemented and visitors are requested to show identification on arrival and sign in and out of the building. Daily checks to the indoor and outdoor areas ensure equipment, premises and the environment are safe for children to use. Robust recruitment procedures are in place to ensure all practitioners have the appropriate skills and knowledge, to fulfill 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.

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. In addition, the system helps to identify individual or groups of children with identified learning needs. As a result, planning and assessment are consistent, precise and display an accurate understanding of all children's skills, abilities and progress. Furthermore, appropriate interventions are sought for children with identified needs and their progress is rigorously monitored, to ensure they reach their expected levels of development. The management team supports practitioners practice through regular supervisions and appraisals. Practitioners also attend a programme of training events to improve their already good knowledge and understanding of how children learn through play. In addition, regular peer observations carried out by the management team ensure practitioners are constantly improving their already good quality of teaching and practice, to benefit children.

The management team demonstrates a high level of commitment to driving improvement and raising the standards of the nursery. This is evidenced by a clear and successful improvement plan that supports children's achievements over time. In addition, self-evaluation is sufficient because parents, children and practitioners are encouraged to share their views regularly. Parents are warmly welcomed into the nursery and feel that practitioners keep them well informed of their children's learning and development. The nursery has also established good links with the local authority, children's centres and local schools in order to share good practice. Consequently, these strong partnerships help to provide children with good consistency in their care and learning.

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	EY470193
Local authority	Rotherham
Inspection number	940204
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	37
Name of provider	Happy Kids Childcare Limited
Date of previous inspection	not applicable
Telephone number	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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