

# Happy Kids Athersley

ROUNDHOUSE LIFELONG LEARNING CENTRE, Laithes Crescent, Barnsley, S71 3AE

## Inspection date

Previous inspection date

16/04/2014

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 have an enthusiasm for learning because staff are passionate and plan purposeful activities that extend children's learning and help them to make good progress.
- This is a homely environment where young children develop strong attachments with their key person. This results in children being happy, confident and sociable in the setting.
- The setting is safe and organised well by managers who ensure that staff know how to safeguard and protect children.
- Children's needs are met well through highly effective partnerships between the staff, parents and local schools.

### It is not yet outstanding because

- There is room to promote children's self-esteem further by making better use of display boards to celebrate the good examples of their work.
- There are fewer opportunities for children to learn from real-life experiences, for example, by using tools or utensils.

## 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 playroom and outdoors, and spoke with children and staff.
- The inspector looked at all relevant documentation provided.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector spoke to the children during free play.
- The inspector checked evidence of suitability and qualifications of staff working with children.

## Inspector

Hayley Gardiner

## Full report

### Information about the setting

Happy Kids Athersley 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 Athersley area of Barnsley. The setting serves the local area and is accessible to all children. There is an enclosed outdoor area for children to use. The setting employs three members of permanent staff, all of whom hold appropriate early years qualifications. It also has access to a regular supply member of staff from the same chain of nurseries. The setting opens Monday to Friday all year round, from 8am until 6pm. There are currently 33 children on roll. The setting provides early years funding for two-, three- and four-year-olds.

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

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

- maximise children's self-esteem by displaying more examples of children's work to celebrate their achievements
- provide children with more real-life experiences, such as using real tools or real utensils and food in the home corner.

## Inspection judgements

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

The staff have good knowledge of the Early Years Foundation Stage and child development. They provide a wide range of interesting, stimulating and challenging activities which cover all of the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for later life. Children have individual learning files, which include some creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The child's key person works closely with parents to support children's learning from the start. Ongoing discussion and the sharing of children's learning files ensure that parents remain involved and up to date with their child's progress. Parents are encouraged to contribute to their child's profile and each key person also encourages home learning by suggesting activities parents can do at home, including taking home 'Barnaby Bear' to share holidays, weekends and celebrations.

The setting provides a good environment for children covering all areas of learning. However, there is scope to develop the good range of activities to include more real-life experiences, such as using real tools and having real food and utensils in the home corner. All children can easily access resources and equipment as they are stored at low level, which promotes their independence. Staff provide children with plenty of

opportunities to develop their independence in the setting. They are praised when they do well and this helps to build their confidence and self-esteem. Children use resources that reflect positive images of a wider world, such as dolls, books, play figures and dressing up clothes. They also take part in activities and learn about different festivals and celebrations, such as Christmas and Chinese New Year. Children play outside where they learn to be physically active. They benefit from continuous access to the outdoor area, which enables them to make good use of the different activities outside in ways that they decide. The staff fully understand the importance of supporting young children to develop their skills in using technology. For example, younger children have fun playing with the small world activities that have flaps, buttons and lights. Children giggle and smile with enjoyment to show how much fun they are having. Children enjoy their time with the staff and participate in a range of interesting activities. These are planned in advance but there is sufficient flexibility to ensure children have free choice.

Children enjoy exploring the sand. They use the tools appropriately to make sandcastles and shapes, and they laugh and have fun as they then knock down the castles. Children enjoy exploring the paint and making marks on the paper by using the brushes and sponges appropriately. All children explore the paint with interest and give meanings to the marks they paint, which helps to support their emerging writing skills. Children's developing understanding of early literacy is promoted further because the setting displays signs, labels, marks and symbols on display boards. However, there is some room to enhance these so they foster children's self-esteem further by focusing more sharply on displaying the good examples of the children's work. Children show that they are proud of their achievements in other ways as they become excited when parents collect them and are eager to show them what they have made that day. Children develop a keen and eager disposition towards learning. This positive attitude prepares them well for school and their future learning.

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

The relationship between the staff, the children and their parents is effective in ensuring good care for all children. Children establish a good relationship with their key person in this warm, friendly setting because the key person takes time to get to know all the children very well. Children are comfortable within the setting and are fully at ease; this means their individual needs are effectively met, promoting their well-being. The staff work closely with parents from the start, gathering relevant details including any specific needs and information about any allergies or cultural requirements. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as sleep times. The staff plan very effectively to make sure children are happy and have plenty of attention to make them feel special. Children flourish because staff help them to feel secure and to form strong emotional attachments. Children smile and laugh freely and, as they get older, they begin to enjoy getting close to the staff to talk openly about their experiences. This equips children well with the confidence and self-esteem they need to make progress and to help them with their transitions to school or other settings. As a result, children are motivated, eager learners who participate enthusiastically in games and activities. Children are confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows

children's increasing independence in making decisions about their own play and learning.

Children are well mannered and manage their own behaviour particularly well because the behavioural rules are fully embedded in routines. For example, sensitive reminders and positive reinforcement provide children with consistent messages, such as 'Please don't run inside as you may fall'. Children build strong relationships with their friends. They work well when they play together and learn social skills which they can use in later life, such as at school. Children are taught about being safe and what to do if they get lost outside of the setting. Staff sensitively teach children about stranger danger. A very good awareness of hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious, healthy snacks, such as fruit and vegetables. Mealtimes work very well and children make choices and serve themselves their snack. They enjoy fresh air and exercise daily. The setting works hard to ensure each child's individual needs are met.

Staff are skilled in encouraging children's independence, inclusion and learning during play and daily routines. Staff talk about what they are doing so that children understand about risks. They encourage children to take risks and this challenges them very effectively. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children comply fully with expectations and learn to keep themselves safe in an emergency through practising the fire escape plan. As children become more aware of safety, make friends and learn self-care skills, they gain essential skills and attitudes to support their future move to other settings. Children are extremely well prepared for their future learning and the staff have developed extremely good links with the local schools.

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

The setting is well organised and maintains all the required paperwork, such as children's information, accident records and a record of their attendance. All policies and procedures are shared with parents so they are aware of staff's responsibilities towards their children. All staff have a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in their care and who to report any concerns to. They carry out thorough risk assessments of the setting and they take appropriate steps to keep children safe. Recruitment systems are strong and help to ensure staff suitability. All staff are appropriately vetted to work with children and receive a thorough induction so that they are aware of the expectations of the setting.

The senior management monitor children's progress well. They have a good awareness of children's individual abilities and skills, and understand that they develop at their own rate. There is a well-thought-out planning system to ensure that staff cover each area of learning with adult-led activities or through supported free play. Staff are highly qualified and effectively translate their knowledge of the educational programme and of how young children learn into practice. Leaders demonstrate a good understanding of monitoring and evaluating their service. For example, they value any support and advice provided by the local authority, briefing sessions and from training courses. Effective performance management systems are in place and staff mentor each other and work closely together,

bouncing ideas off each other with commitment and enthusiasm. Supervision and appraisals are in place with training programs for all staff, so children benefit from trained and motivated professionals.

Partnerships with parents are very well established, ensuring children's development is effectively enhanced, while meeting their needs and supporting smooth transitions to nursery or school. Parents can share information about their children with the staff and they discuss children's progress when dropping off and collecting their children. Staff have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. They have established very good links with local agencies and schools to support children and ensure continuity of care and learning for all.

### **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>	EY470189
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	940527
<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>	16
<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>	01226 779733

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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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