

# Happy Faces Stourbridge Ltd

Old Children's Library, Church Street, STOURBRIDGE, West Midlands, DY8 1LT

## Inspection date

28/04/2014

Previous inspection date

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's personal, social and emotional development is well promoted through good praise and encouragement. Children behave well and make strong bonds with staff, which demonstrates that they are happy and settled at the nursery.
- Children make good progress, as staff use their observations to plan children's next steps in learning. Teaching is good and all children are suitably challenged and engaged in the interesting activities.
- Effective partnership working with parents means there is continuity of learning between the nursery and home, which contributes to the good progress children make.
- Children are safeguarded because the management team and staff have a good understanding of their roles and responsibilities for child protection.

### It is not yet outstanding because

- At times, children are not always engaged in their learning as they are waiting for activities to begin.
- There is scope to enhance further children's appreciation and respect for diversity.

## 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 observed activities both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with children and staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Trisha Turney

## Full report

### Information about the setting

Happy Faces Stourbridge Ltd is owned by a limited company and was registered in 2013. It operates from the old Children's Library in Stourbridge. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 35 children on roll who are all within the early years age range. The nursery provides funded early education for three- and four-year-old children. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting employs 10 members of childcare staff. Of these, two members of staff hold foundation degrees in childcare, five members of staff hold qualifications at level 3 and two members of staff hold qualifications at level 2. One member of staff is an apprentice.

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

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

- review the organisation of time between activities to improve the continual flow of learning experiences for children
- provide further opportunities for children to learn about and value diversity, for example, by providing a range of resources that reflect differences in the wider community.

## Inspection judgements

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

Staff have a good understanding of how young children learn and develop. Therefore, their teaching methods are strong and this means they support children's good progression and readiness for school effectively. The staff team develop a good understanding of each child's abilities, interests and needs. This starts with the detailed information they collect about children during their initial start at the setting and enables staff to assess accurately the starting points in children's learning. The staff use their own observations and those from parents, who complete all about me sheets and wow observations at home, to enable them to share what they know about their children. Regular observations are recorded together with photographic evidence, to establish how each child is progressing and to determine their next steps in learning. Development summaries and tracking documents are completed every three months, to ensure that children are making good progress towards the early learning goals. Furthermore, the completion of the progress check at age two ensures early intervention is sought if necessary. Children's next steps in learning are routinely shared with parents at regular

meetings where staff suggest ways in which parents can support their child's learning at home. This demonstrates that parent's contributions are welcomed and valued and that this shared approach successfully contributes to the good progress children make.

Staff are actively involved in children's play and with the consistent use of open-ended questions they encourage children to be active learners. Therefore, children are willing to have a go; they solve problems and work things out for themselves. For example, when children are looking after their emerging sunflowers, staff ask children what they think, rather than just giving them an answer. Children eagerly suggest that the sunflowers need 'sun' and 'water'. Staff provide a wide range of activities and resources in a range of ways, that are exciting and meaningful to children. For example, there are a number of opportunities to paint both indoors and outdoors. Easels are available for children if they choose to paint at any time and there are also a number of mark making and creative activities. Children enjoy using different pens, crayons and pencils to draw pictures and make marks on paper. Staff enhance children's learning by adding further resources, such as, glue, sticky tape, pencil sharpeners and scissors. The range of different opportunities to make marks and engage in creative activities means individual children explore media and materials in different ways. It also ensures that children are establishing early literacy and creative skills to prepare them for more formal learning when they move to school. However, there are times when children are not fully engaged in their learning as they are waiting for activities to begin. For example, children sit on a mat waiting for a staff member to join them to read a story or sit at the table waiting for their snack to be prepared.

Children with special educational needs and/or disabilities and those with English as an additional language are supported well by caring staff who understand their individual needs. For example, staff use objects alongside words to support language development. In addition, staff have attended training in Makaton sign language and have introduced it to children in all rooms. This means that children are learning about different ways to communicate. However, there is scope to enhance further the resources, books and visual images, which represent difference and diversity throughout the nursery, in order that children are exposed to and learn to respect different ways of life. Babies are well-supported in their own play area. They have opportunities to develop their physical skills as they practise early walking. Staff focus on the prime areas of learning with the children and they develop their social skills as they make good relationships with the staff and their peers. Their early language skills are recognised and supported as staff speak clearly to them, narrating their play and naming familiar objects. They also repeat the sounds made by babies and young children encouraging and promoting early communication.

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

There is a key person system, which works extremely well in supporting children's social and emotional well-being. Staff effectively share information through daily informal discussion with parents and the regular exchange of a parent partnership book, which both staff and parents contribute to. Staff work very closely with parents of children who are new to the nursery to tailor the settling-in arrangements so that they are specific to individual children's needs. The welcoming, positive and relaxed approach from staff has a

very calming influence on the children. This supports children to feel settled and as a result, children are happy and secure in their relationships, confidently seeking assistance from staff if needed. Key person arrangements also contribute to effectively supporting children's transitions as they move around the nursery. For example, when children move rooms, key persons share all relevant information with new carers. In addition, the layout of the building provides good opportunities for children to see their siblings and familiar adults, who have previously cared for them. Consequently, children's personal, social and emotional development is promoted effectively.

Staff ensure children's safety while encouraging them to take risks. For example, when children climb up outdoor equipment and jump off, staff encourage children to take turns and talk to them about the appropriate use of equipment and how to keep themselves safe. The discussions with children clearly show that safety is explored and a growing understanding is developing. Children spend lots of time outdoors in the well-resourced garden area. This means they benefit from fresh air and exercise, which promotes their health and well-being. Children are beginning to develop a good understanding of how to keep healthy and understand the importance of washing their hands after messy activities, going to the toilet and before eating. Any individual dietary needs are effectively managed through close working with parents. After outdoor play staff ask the children about the effects of exercise on their bodies, they discuss muscle growth and children enjoy showing each other where their muscles are. Staff skilfully follow this up with a group discussion about the best food to eat to help muscles grow and ask the children to suggest a healthy snack they might like to eat. The children suggest various fruits and agree that the apples they eat during snack time will help their muscles grow. This means that children are not only beginning to learn about ways to stay healthy, but are actively engaged in leading a healthy lifestyle at nursery.

Staff are positive role models for children, speaking kindly and regularly praising kindness and good manners. This means that children tidy up, share and take turns with resources with little or no prompting. As a result, children are confident, play very well together and are well behaved. This demonstrates the children's understanding of the clear boundaries and high expectations staff have of them.

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

The provider, who is also the manager of this setting, demonstrates a good understanding of the Early Years Foundation Stage. Safeguarding procedures are robust. All staff prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. An extensive range of policies, procedures and risk assessments successfully underpin daily practice and regular reviews are carried out. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Furthermore, the majority of practitioners hold an up-to-date paediatric first-aid certificate. As a result, children are appropriately safeguarded. Induction processes ensure that staff are quickly learning to work effectively in the setting and know how to keep children safe. The building and grounds are secure, which ensures that

children cannot leave unaccompanied and helps staff manage the entry of parents and visitors. Children's safety is further promoted by the use of CCTV at the main entrance. This means that staff are able to check the identity of visitors before allowing access. Regular appraisals and supervision are undertaken with staff and the small size of the team means the manager knows the key strengths of all her staff members. Feedback on staff performance is regularly provided by the manager to continually enhance their teaching ability. The staff are strongly encouraged and supported to undertake further training and qualifications. This has a positive effect on their ability to provide quality learning experiences. The manager monitors room activities and the completion of observation files and assessments of children's progress to ensure no group of children is progressing less favourably than others.

Partnerships with parents and carers are very good, because staff have developed a number of ways to help them feel comfortable and welcomed. Parents exchange information with staff at the beginning and end of the day. Questionnaires are used to provide parents with another way to express their views about the nursery. Partnerships in the wider context are used to develop the quality of education. The nursery links with other professionals to help children with special educational needs and/or disabilities as the need arises. They realise the importance of early intervention for children with additional needs ensuring that services are in place to support a child when they transfer to school. The nursery has made links with the other providers of the Early Years Foundation Stage where children attend. Regular information is exchanged to ensure continuity of care and to facilitate their transfer on to school.

Self-evaluation effectively takes into account the views of parents, children and staff and recognises strength and weaknesses. The drive for improvement is identified by clear improvements plans that support children's achievements over time. Partnerships with parents are strong and good working relationships have been developed. Parents spoken to on the day of the inspection feel that they are kept well-informed of their children's progress. In addition, they talk about the positive impact coming to the nursery has had on their children's development. For example, parents comment that their children have 'made brilliant progress' and that staff 'could do nothing better'. The nursery liaises well with the local schools and invites Reception teachers to visit the children at the nursery before they start school. Further information is shared about children's progress through transition documents. Consequently, these strong partnerships contribute to meeting children's needs, to ensure that no child is disadvantaged.

### **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	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>	EY470359
<b>Local authority</b>	Dudley
<b>Inspection number</b>	942974
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Happy Faces Stourbridge Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01384444610

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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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