

Happy Kids Cudworth

BARNSELY M B C, Centre Of Excellence, Robert Street, BARNSELY, S72 8UQ

Inspection date

Previous inspection date

08/05/2014

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

- Staff fully understand the arrangements for safeguarding and they are confident in their conviction that they will be able to implement them effectively if necessary. This ensures children are safeguarded.
- Children's progress and their next steps in learning are accurately assessed and used to plan very effectively for their individual learning needs. As a result, children are well challenged and make good progress across all areas of learning.
- Teaching is consistently good because staff use their knowledge of how children learn to plan and provide a wide range of play opportunities that relate to their abilities and interests. As a result, children are motivated to learn and they make good progress.
- Staff develop very positive relationships with parents and carers. They are kept fully informed about their children's care, learning and development to ensure their continuity of care and learning.

It is not yet outstanding because

- There is scope to enhance how staff re-shape tasks in order to further extend children's learning.
- There is scope to provide more opportunities for children to see their home language within the setting.
- There is scope to improve procedures for the deployment of staff during planned absences.

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 playrooms, carried out a joint observation with the manager and held discussions with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey/questionnaires.

Inspector

June Rice

Full report

Information about the setting

Happy Kids was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of a number of provisions managed by Happy Kids Childcare Limited. The setting serves the local area and is accessible to all children. It operates from within the Cudworth Centre of Excellence situated in Cudworth, near Barnsley. There is an enclosed area available for outdoor play. The setting employs two members of childcare staff who hold appropriate early years qualifications at level 3. It opens Monday to Friday all year round. Opening times are from 8am until 6pm. Children attend for a variety of sessions. There are currently 19 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend staffs' skills in re-shaping tasks, with particular regard to extending children's skills in critical thinking, for example, by asking questions to help children think through ideas and to solve problems as they play
- enhance the use of children's home language in the setting to further support the development of English, for example, by displaying more written captions or adding labels to food packets
- provide opportunities for staff employed in other settings to visit and meet children and their parents prior to them covering planned staff absences.

Inspection judgements

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

Staff accurately assess children's progress and confidently demonstrate that children are continuing to make good progress from their starting points. The assessment process includes information shared by parents and/or carers and other professionals. As a result, identified next steps are focussed on extending key areas of children's development, in particular, personal, social and emotional development, communication and language and physical development. All staff are involved in the planning of the learning environment and educational programmes for their key children. As a result, children's individual learning needs are given priority.

The quality of teaching is rooted in staffs' knowledge of how to support children to become effective learners. They plan and provide a wide range of experiences that keep children motivated and interested in learning. As a result, children make good progress in their development and are well prepared for their next learning experience, such as school. However, there are some missed opportunities to maximise children's learning. For example, staff sometimes do not ask questions that help children to think through ideas and solve problems as they play. Young children enjoy the interaction from adults who copy the sounds they make and their facial expressions. As a result, they develop their confidence to express their needs and feelings through verbal and non-verbal communication. Children who speak English as an additional language are supported by staff who can speak their home language. As a result, they are comfortable speaking a combination of both languages to make themselves understood and are gradually extending their English vocabulary. However, there are fewer opportunities for children to see their home language within the setting.

The key person system is well embedded. Parents know who their child's key person is and comment that they keep them well informed about the progress their children are making. The setting provides parents with additional resources through their website and social networking to help them extend their children's learning at home. As a result, parents are actively involved in their children's learning. Consequently, children continue to make good progress.

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

Staff effectively promote children's health and well-being by teaching them how to be healthy. For example, staff teach children a song that helps them understand how to wash their hands properly and talk to younger children about why they are cleaning their hands after they have changed their nappies. Staff effectively plan and provide opportunities for children to play outside in an environment that successfully promotes their physical well-being. For example, children have lots of open space to run, ride bikes and play ball games. They are encouraged to develop their balance and coordination as they walk along balancing beams and enjoy fresh air as they dig soil, plant and tend seeds and look for insects. Children are provided freshly prepared snacks of fresh fruit, vegetables drinks of water and milk. Full account is taken of any special dietary needs and allergies. Parents are provided with helpful information about appropriate foods to include in packed lunches that they provide for their children. As a result, children are learning to eat and drink healthily. Staff help children to learn to manage risks through their daily routine and activities. For example, children are provided with an environment which they can freely explore in safety and select resources appropriate to their age and stage of development. Children are gently reminded not to throw toys because they could hurt someone. This helps children behave in ways that are safe for themselves and others.

The well-planned environment is enhanced through the good use of resources and the wide variety of activities that promote children's independence and choice. Resources are clearly labelled with illustrations and written labels to further promote children's ability make choices. As a result, children learn to become independent learners. There are high expectations for good behaviour. Good opportunities are provided for children to socialise

and cooperate with others. This supports children's personal, social and emotional development well. As a result, children are well behaved and learn to work together. This helps to prepare children for their next learning environment, such as school.

The onward transition from home into the setting is well managed. For example, there are effective systems in place to ensure that parents share appropriate information about their child's individual care needs and home routines. Staff encourage parents to visit with their children for short periods before leaving them. This provides children with time to develop a relationship with their key person and as a result they settle quickly. Children show through their body language that they feel safe. For example, they move around the environment independently and seek out familiar adults for support. However, there is less of an opportunity for children and parents to develop as good a relationship with staff who cover for holiday periods.

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

Staff demonstrate a good understanding of child protection and are confident in their ability to implement procedures effectively in order to protect children. Robust recruitment procedures ensure that all staff working with children are suitable to do so, including students. All required documentation is in place. Policies and procedures are reviewed every six months to ensure they continue to be relevant to the individual setting and risk assessments clearly identify possible hazards and the action taken to reduce any risks to children. This helps to ensure children's safety and well-being.

Staff are supported in pursuing their professional development and are encouraged to continue to attend appropriate training. The performance of their practice and the impact on children's learning is well monitored. Annual appraisals are planned and supervision meetings have been completed. This ensures that staff are well mentored and demonstrates a commitment to continued improvement. Staff work closely with parents, external agencies and other providers in order to support children with special educational needs and/or disabilities and their families. Progress checks at age two are completed in a timely fashion to ensure that any gaps in learning are identified quickly. As a result, children and their families receive the support they need.

Leadership and management have reflected critically on the quality of the care and education for children and successfully identified areas for improvement. These include the continued evolution of systems to observe children's progress and plan their next steps in learning, development of the outdoor play area and children's independence skills. As a result, the systems for observation, planning and assessment are more robust, the outdoor area has been successfully developed to include all areas of learning and children are learning to help themselves to snacks and pour their drinks. Parents have been provided with the opportunity to give feedback and they are very complimentary about the impact of staff on the progress their children are making.

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 | EY470194 |
| Local authority | Barnsley |
| Inspection number | 941207 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 23 |
| Number of children on roll | 19 |
| Name of provider | Happy Kids Childcare Limited |
| Date of previous inspection | not applicable |
| Telephone number | 07834094926 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

