

Happy Kids Grimethorpe

BARNSELY PCT, Acorn Centre, 51 High Street, Barnsley, S72 7BB

Inspection date

Previous inspection date

16/05/2014

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

- Children have an eagerness for learning, staff plan focused activities that extend children's learning thorough first-hand experiences.
- Young children develop attachments with their key person well and they are given regular comfort and cuddles when needed. This results in children being happy, confident and sociable in the setting.
- The senior team and all staff demonstrate a clear understanding of how to safeguard children and the steps to take if they have a concern. As a result, children are kept safe.
- Children's needs are very well met through highly effective partnerships between the nursery, parents and outside agencies, such as, the health visitor.

It is not yet outstanding because

- There are fewer opportunities for children to practise their early writing skills in the different areas of the playroom. This means children cannot always use the resources in play. For example, they cannot write recipes or shopping lists in the home corner.
- Children have fewer opportunities to focus on text and print in the outdoor environment, meaning older children have less chance of understanding what a word is.

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 spoke to the children during free play.
- The inspector had a tour of the setting.
- The inspector spoke with the staff at regular intervals throughout the inspection and made observations of the children present, both indoors and outdoors.
- The inspector looked all relevant documentation provided.
- The inspector took account of the views of parents and carers spoken to on the day and also written views in the parental engagement file.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Hayley Gardiner

Full report

Information about the setting

Happy Kids Grimethorpe was registered in 2013. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Barnsley and is one of a number of provisions managed by Happy Kids Childcare Limited, a private company. The setting serves the local area and is accessible to all children. It operates from the Acorn Centre and there is a secure area available for outdoor play. The setting employs three members of childcare staff, all of whom hold appropriate early years qualifications, one at level 5, level 3 and one with level 2. The setting opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. The setting provides two-year-old entitlement and funded early education for three and four-year-old children. There are currently 12 children on roll.

What the setting needs to do to improve further

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

- extend the early writing opportunities for all children in all areas of the playroom, for example, by providing clipboards and pens that children can freely move from one area to another
- create an environment outdoors that is rich in print where children can learn about words, for example, by displaying labels, posters and signs.

Inspection judgements

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

Children are making good progress in relation to their starting points because activities are planned to meet their individual needs, their interests and cover the seven areas of learning. Staff have a good understanding of how children learn through play and provide a wide range of adult-led and child-initiated play-based activities. As a result, children gain essential skills to support their future learning, for instance, when they move onto school. Parents are involved in their children's learning right from the start. This information, together with observations, helps to form the baseline assessment to begin children's learning journey. Thereafter, regular observations are recorded to establish how each child is developing and to establish their next steps in learning. The completion of the progress check for children aged between two and three years ensures children's progress is tracked and early intervention is sought if required. The setting places a strong emphasis on working in partnership with parents. For example, parents are invited to 'stay and play' sessions to participate in activities with their children. Also, they are encouraged to share their children's learning at home through verbal exchanges and the use of a social media

site. As a result, parents contributions are welcomed and shared effectively, which contributes to the good progress children make.

The setting provides a good learning environment for children covering all areas of learning well. All children can easily and independently access resources and equipment as they are stored at low-level. Staff provide children with plenty of opportunities to develop their independence in the setting, for example, pouring their own drinks and serving their own snacks. Children are praised when they do well and this helps to build their confidence and self-esteem. Children learn about the wider society through the use of resources that reflect positive images of a wider world, such as, dolls, books, play figures and dressing-up clothes. Children enjoy their time with the staff and participate in a range of interesting activities. The activities are planned in advance but there is sufficient flexibility to ensure children have free choice. Younger children enjoy babbling, increasingly experimenting with sounds, creating personal words and staff listen actively to the different messages young children are trying to convey. They then repeat and model the language to help them build sentences. Children access a good range of books which they enjoy looking at pictures and the print. However, there are fewer labels, letters, numbers and print in the outdoor learning environment. Young children are given time to explore open-ended resources within the provision. This results in children having plenty of opportunities to explore objects that can be used, moved and combined in a variety of ways.

Children play outside where they learn to be physically active. They have free access to the outdoor area throughout the session, which allows them to choose where they play. The outdoor is used effectively, providing children with plenty of choices and resources to enrich their learning. However, there is scope to enhance the opportunities for children to see print within the outdoor area. Children enjoy exploring the mud kitchen. They excitedly take jugs of water carefully from the drum of water to the mud with confidence and ease, they use the tools appropriately to mix and dig in the mud, they then laugh and have fun as they do so. Children enjoy exploring the paint by using their hands to splash and mix the water with the different colours, they smile and laugh as supportive staff say 'Splish splash'. Staff display children's creative efforts on informal display boards so everyone can see and celebrate children's achievements and work.

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

The role of the key person is effectively implemented, ensuring children's care routines are tailored to their suit their individual needs. The children's key person spends quality time getting to know each them, their siblings and their parents well. They gather good information from parents using the 'This is me at home' document. This information is then used together with flexible settling-in visits, to ensure children form secure emotional attachments to their key person. Staff are thoughtful and have a welcoming nature, as they kindly interact with new children. The new children enjoy cuddles as they quickly settle in the company of their key person, which shows they feel safe and secure in their care. Resources are stored at age-appropriate heights and the enabling environment promotes children's independence in their self-chosen tasks. For example, children who

plan to paint, confidently select their own piece of paper to put onto the table. This demonstrates effective characteristics of learning, as children initiate their own activities and show a 'can do' attitude. The staff plan very effectively to make sure children are happy and have plenty of attention to make them feel special.

The relationship between the staff, the children and their parents is successful in ensuring good care for all children. Children feel secure and thrive in staff's care. They smile and laugh freely and as they get older, they begin to enjoy talking openly to staff about their experiences. This gives children a strong base and the confidence and self-esteem to progress and make smooth transitions to school. As a result, children are enthused, willing learners who contribute actively 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. Sensitive reminders and positive reinforcement means children receive consistent messages, such as, 'walking feet so we don't fall inside'. Children build strong relationships with their friends. They work together well as they play together and learn the social skills, which they can use in later life such as, school. Children are taught about being safe and how to use equipment safely, for example, children are reminded to be careful with the bikes outdoors. 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, toast, fruit and vegetables. Meal times work very well and children make choices and are given responsibilities, such as, giving the cups out at snack time. 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 very well prepared for their future learning, the staff have developed links with the local school.

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

The setting is well organised and maintains all the required paperwork, for example, 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 know 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 have been subject to relevant Disclosure and Barring Service checks, to ensure that they are suitable to work with children. Staff receive a thorough induction so that they are aware of their roles and responsibilities and the expectations within the setting.

The senior management monitors the 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 well qualified and effectively transform 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. For example, staff mentor each other and work closely together, sharing ideas with each other; they show commitment and enthusiasm. Supervision and appraisals are in place with training programmes for all staff, so children benefit from being taught by 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 share information about their children with the staff and discuss children's progress when dropping off and collecting their children. Parents regularly engage in activities in the setting, such as, parents evenings and stay and play events. 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 links with local agencies and schools to support all children to 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

Unique reference number	EY470187
Local authority	Barnsley
Inspection number	971505
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	12
Name of provider	Happy Kids Childcare Limited
Date of previous inspection	not applicable
Telephone number	01142215490

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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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