

# Happy Faces Childcare

Stoops and Hargher Clough Community Centre, Venice Street, Burnley, Lancashire, BB11 4BA

## Inspection date

17/06/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- The well-resourced learning environment provides children with a range of experiences across the seven areas of learning indoors and outdoors.
- Children are happy and well settled in their environment. They benefit from the key-person system, which works well in forming positive and secure relationships between children, parents and staff.
- Children develop independence and learn to care for themselves as they serve their own meals and need little reminding to wash their hands at appropriate times.
- Staff have a sound knowledge of safeguarding and risk assessments are in place. As a result, risk to children is minimised. Robust systems are in place for staff recruitment and selection. This means that children are cared for by suitably qualified and vetted staff.

### It is not yet good because

- Staff monitoring is not sufficiently robust to prevent inconsistencies in practice. As a result, children's learning and development are not consistently promoted.
- The new system for observation, assessment and planning is not fully embedded to ensure all staff are consistent in using precise assessments of children on which to base their future learning.

## 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 indoors and outdoors and talked with the staff.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector held meetings with the manager and the company secretary.

## Inspector

Linda Shore

## Full report

### Information about the setting

Happy Faces Childcare was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Stoops and Hargher Clough community centre, in Burnley, Lancashire and is managed by a committee. The provision serves the local area and is accessible to all children. It operates from two linked rooms and there is an enclosed area available for outdoor play. The provision employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, level 3 and level 4, including the manager who holds an early years degree. The provision opens Monday to Thursday, term time only. Sessions are from 10am until 3pm. Children attend for a variety of sessions. There are currently 17 children attending who are in the early years age group. The provision provides funded early education for two-, three- and four-year-old children.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff receive effective supervision that provides support and coaching, in order to develop consistency of practice and improve learning outcomes for children
- embed the new observation, assessment and planning systems to ensure all staff are consistent in completing precise assessments of children using all available information. Use these effectively to plan suitable challenges that support children's individual learning needs.

### Inspection judgements

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

Staff practice and understanding of the requirements of the Early Years Foundation Stage is inconsistent across the provision. Educational programmes generally cover the seven areas of learning and as a result, most children satisfactorily gain the necessary skills in readiness for school. Staff observe children as they play, which allows them to become aware of children's likes and dislikes and identify areas of development, which require additional support. However, the current system for observation, assessment and planning for children's progress is new and not yet fully embedded. As a result, staff do not always use precise assessments of children's development levels or understand children's current interests. Therefore, planned activities do not always reflect or shape challenging learning experiences for all children. This results in some children being less engaged because learning experiences sometimes lack consistent challenge and are not always precisely matched to children's individual learning needs and interests. For example, large group

activities do not always meet the needs of younger children because they become restless and distract other children. This means that learning and teaching requires improvement and children make satisfactory, rather than good progress.

The playrooms are stimulating and interesting and children lead their own play as they freely explore and investigate. Staff extend opportunities for children to communicate. For example, vocabulary is extended as children work together to make a batch of dough and staff introduce new words, such as sticky, squishy and dry. This helps children to develop the language to describe what they see and do. Children enjoy the sensory experience of squeezing dough between their fingers. Outside, children have opportunities to hone their physical skills as they balance, climb and slide. Staff foster a love of reading as they make books exciting by engaging children in stories outdoors, linked to their current favourite character. They have opportunities to learn about the world they live in as they dig in the soil and learn mathematical concepts as they learn to count within daily activities. For example, they count how many legs are on the spider that ventured onto their table.

Partnerships with parents are friendly and supportive. Staff work with parents to offer a consistent approach to support children's needs. Effective communication methods are in place, such as daily verbal feedback and scheduled parents' evenings to ensure they are kept informed of children's progress. The progress check for children between the ages of two and three years is completed and shared with parents as required, so that any gaps in their learning can be identified early. Parents provide useful information when children start, which is used to help children to settle in. Along with regular observations and tracking of children's achievements, staff form a baseline assessment from which to plan for and measure children's progress.

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

Children are happy and settled in the provision. The key person system helps children to form secure bonds with the staff, which builds their self-esteem and confidence. Parents and children are offered a flexible settling-in period. Staff gain useful information from parents about children's care routines and their likes and dislikes. This all means that children settle well and quickly when they first start at the provision. As the first children prepare to move onto school from the provision, staff are contacting local schools and preparing a transition document to handover to teachers. This is to ease the move of children and help their new teachers get to know them quickly. Resources are stored, so the children can self-select them and the rooms are set out well with opportunities across all areas of learning. This promotes the children's independence skills well and means that they gain confidence in their own decision making skills. Resources are of good quality and clearly promote learning by appealing to most children's interests.

Children learn how to keep safe as they receive gentle reminders about how to play and use the equipment safely, such as riding the bicycle along the pathway, which they have created with crates. This helps them to understand the risks involved in their activities. Staff are generally positive in their approach to behaviour management and deal with children's behaviour in a timely way. They get down to the children's level and talk to them about their behaviour and how it hurts other children. This helps children to learn to

manage their own feelings and behaviour.

Children need little reminding of the importance of hand washing after messy activities, toileting and before they eat. Staff teach children how to be independent and about healthy lifestyles by encouraging them to become involved in their own care through daily routines. Children learn to take responsibility for cleaning up when they spill their drink. They serve their own meals by filling wraps from a selection of healthy options. Children take pride in their achievement and enjoy the praise for a job well done and good manners. Staff are good role models as they sit with children during snack time and encourage conversations about children's food options and their interest in current activities. This means that snack times are a well-established social routine. Children also have daily opportunities for exercise in the fresh air as they play in the well-resourced outdoor play area. Such experiences promote the children's health and well-being and ensure they are emotionally well prepared for their eventual move to school.

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

Children are safeguarded because they are cared for by staff who understand safeguarding procedures and know what to do if they have concerns about a child in their care. The required adult-to-child ratios are always met and usually exceeded as the manager is not included in the staffing numbers. Staff deploy themselves well to ensure children are always supervised to meet their needs and keep them safe. The necessary documents are in place for the smooth running of the provision, for example, a set of comprehensive policies and procedures and accurate records of children's personal details. Risk assessments are in place to enable children to play in a safe, well-organised and healthy learning environment, indoors and outdoors. For example, the premises are clean, well maintained and procedures for moving children around the building through public areas are safe and well practised. Children learn good hygiene habits and are kept safe in the event of minor accidents and injuries because staff have updated first-aid certificates. Also, procedures for administering medication promote children's good health because records show staff are aware of children's needs and ensure that they are given each dose on time and the details are recorded and cross-checked.

The manager has been implementing changes, such as the new observation, assessment, planning and tracking procedures. However, this is not yet embedded and staff's understanding of the learning and development requirements of the Early Years Foundation Stage is inconsistent. As a result, staff are not always planning suitable activities to meet all children's individual learning needs. Robust recruitment procedures are in place to check the suitability of all staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. New staff undergo an induction process to ensure they are familiar with the provision and the policies that govern it. They work an initial probation period to ensure they are fully suited to the job. Staff are provided with plenty of child-free time each week to meet and plan together for the following week and complete children's records. An appraisal system is currently being implemented. However, monitoring of staff performance is not yet robust enough to identify weaknesses and

inconsistencies in the quality of teaching of some staff.

The self-evaluation of the provision is adequate. The management has sought information from the local authority and incorporated all this into realistic development plans. The management board is very supportive of future development plans and is pro-active in working to improve the provision for all children. Consequently, the setting has made steady progress since registration. For example, the manager has been implementing changes, such as the new observation, assessment, planning and tracking procedures. This is evolving with the help of the local authority development worker as the manager and staff find the methods that work best for them. However, this is not yet fully embedded across the setting as some staff are still learning how to implement the new individual learning plans to ensure children's next steps are closely targeted. As a result, some children do not make the best progress possible. Parents are kept well informed of children's activities at the provision through daily discussions and newsletters and they are happy with the care provided. Any concerns about children's development are fully discussed with parents and specialist support is sought when required to fully meet all children's needs. As children prepare for school, developing partnerships with the local school teachers aids a smooth transition. This helps to prepare children for the next stage of their learning.

### **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>	EY469868
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	949132
<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>	28
<b>Number of children on roll</b>	17
<b>Name of provider</b>	West End (Burnley) Community Interest Company
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01282435865

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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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Piccadilly Gate  
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