

Happygems Daycare Limited

Belmont Snooker Club, 19 Belmont Road, ERITH, Kent, DA8 1JY

Inspection date

18/06/2014

Previous inspection date

03/09/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 and children interact well together, creating strong emotional bonds between them, to help children feel safe and secure.
- Staff use good teaching methods to help children learn how to behave and manage their own behaviour.
- Staff provide a good educational programme for children, which allows them to select their own activities and motivates them to learn.
- All children are making good progress because the provision works closely with other professionals to support those children who are not meeting expectations.

It is not yet outstanding because

- Staff do not regularly reinforce children's learning about healthy eating and the effects of physical play on their bodies.

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 talked to staff and children and watched the interaction between them.
- The inspector sampled a range of paperwork including the safeguarding procedures, the risk assessments and the accident records.
- The inspector interviewed some parents to get their views about the setting. The inspector also took into account the written views of parents.
- The inspector carried out a joint observation with the provider. They observed the children's play in the outdoor area.

Inspector

Linda Coccia

Full report

Information about the setting

Happygems Day Care Limited registered in 2012 and is located in Erith, in the London Borough of Bexley. Children take part in activities in a main hall, smaller hall and an enclosed outdoor play area. The nursery is situated close to a local park and within walking distance of local shops and public transport links. There is off road parking for dropping off and collecting children. The nursery is open each weekday from 7am to 6.30pm, all year round. There are currently 41 children on roll in the early years age range. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery supports children with special educational needs/and or disabilities and children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The company employs a manager and 13 other members of staff, 11 of whom hold appropriate childcare qualifications at National Vocation Qualification level 2 or above.

What the setting needs to do to improve further

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

- use more opportunities to teach children about being physically active and healthy.

Inspection judgements

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

The majority of children attend the setting full time but many attend for a variety of days and times. Each child has a key person who is responsible for observing and assessing the child and helping them to progress given their age and stage of development. Staff use good procedures and teaching methods to assess children's starting points and identify their next steps, which they use to inform the activity planning. They record when children achieve their milestones and share this information with parents. Children are able to select their own activities and decide how they want to use them. For example, children may use bricks as pretend mobile phones.

Children benefit from and enjoy messy and creative play. The babies enjoy squeezing jelly or beans between their fingers. Older children do hand or finger painting or just enjoy painting pictures. They also love to use chalks on the floor and walls of the outside play area. This supports children's growing confidence in communication and literacy. All children enjoy dancing and moving their bodies in time to music videos. They use lots of push button toys and can ably operate the play computers. The babies particularly enjoy the toys which use music and lights. The toddlers are able to count small numbers of items, for example, they can proficiently count how many animals are on the page of a story book. Staff fully engage children at story time. Children listen intently and then can

predict what might happen next, identify different letters especially those in their own names, and make up their own stories to tell the group. Children have helped to make their own colour and number books. The older children have begun to learn about their bodies and have created pictures of X-rays showing their bones.

Outside children use some good physical play equipment. They ably manoeuvre themselves onto the metal seesaw which they share with friends. Staff help children create large towers with the interlocking construction bricks which they then love to knock down. The role play activities are used indoors and outside and which staff vary to make different scenarios. For example, children play at being doctors or manning the post office. Children are involved in growing activities both inside and outdoors. They successfully grow cress and beans and have tried a variety of flowers. Staff take children to a local park to engage in team games and activities due to the small outside area available at the setting. All of these activities help children engage and be interested, and thereby support progress in learning.

The impact of staff teaching is good. The records show that all children are making good progress in their learning and development. This includes those children who were not meeting expectations but who now have made good progress, given their starting points and capabilities. Staff work closely with parents to ensure they understand their child's progress and to be able to support their child's learning at home. The provider is working with the local authority to enable her to identify the progress made between different groups of children, for example, boys. The records show that children are acquiring the skills and dispositions for the next stages of their learning.

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

The children come into the setting happy and ready to play. They demonstrate confidence as they chat happily to visitors, and are inquisitive about what the visitors are doing. Even the youngest children offer visitors smiles when staff support them. The babies love cuddles and look to the staff when they need comfort. The older children have favourite staff members who they approach if they need anything, but they get on well with all staff. They happily greet the provider when she arrives. Children are content to play on their own and in small groups. They demonstrate the emotional attachment they have to staff and demonstrate they feel secure in the setting as they move freely around. The provider is very aware that children need to be emotionally ready for their transition to school too. She and staff prepare children by using lots of good discussion about what school is like. They use books where favourite characters start school and support children by visiting their local school, so that they become familiar with their surroundings. Staff also provide school role play. This means that children know what changes to expect when they go to school.

Staff proficiently teach children to play together and how to share toys and wait for their turn. To achieve this staff are currently limiting the amount of some equipment for example, rolling pins with the play dough, so that children have to take turns. In this way children consider whose turn it is next and what other equipment they could use to

achieve the desired results. This has a positive impact of children's self motivation. The majority of children play very well together although the toddlers do attempt to get what they want with tantrums. Staff effectively move in to distract them and very soon tantrums are over. This shows that staff use good methods to manage children's behaviour.

The children eat together in the dining area. The babies use high chairs but the provider has ordered small chairs to allow the babies to feel part of the main group. Staff support babies who are learning to feed themselves. The older children eat healthy nutritious food at meal times. They choose their own fruit at snack times and either peel fruit or eat the fruit whole. The younger children's fruit is prepared so that they have smaller pieces. At lunch time all children serve themselves and pour their own drinks. However, at snack times the staff miss opportunities to discuss healthy lifestyles with children. For example, they don't sit and talk to children about why some food is better than others and how good food and physical activity affects their bodies. Overall, most children are proficient in serving themselves and others.

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

The provider and her manager organise the setting well. They have a good understanding of the welfare and safeguarding and learning and development requirements. They ensure that staff working with children are suitable to do so by using a recently reviewed, rigorous recruitment and vetting procedure. All staff have an individual enhanced disclosure issued by the Disclosure and Barring Service. The provider has a good safeguarding policy with procedures to notify Ofsted of any allegations made against the staff. Staff monitor and supervise visitors as appropriate. The provider's thorough risk assessments cover the premises, toys and activities. All staff give children's safety a high priority and children are taught to move carefully around the setting. The use of all these procedures means that children are safe and secure in the setting. The provider also ensures that staff are supported in their professional development. They are able to attend qualification courses and can identify training that they would like to enrol on for example, behaviour management training. Staff have recently undertaken safeguarding children courses and nearly all staff hold paediatric first aid certificates. The provider's well maintained staff training log gives an at a glance view of staff training. This means that children are looked after by informed staff.

The provider uses good procedures to monitor staff and check that the educational programme meets the needs of all children. For example, every two weeks she looks at each child's learning journey to ensure that their identified next steps are being included in the activity plans; that the entries staff make in the journals are accurate, and that the children, especially those who may need extra support are closing the gaps in their learning. The provider takes her responsibilities seriously in helping those children who are not yet at their expected levels of development. She works closely with the local speech and language unit, Bexley Council, and other specialist professionals to help support children. The provider demonstrated that all children are now making good progress given

their age and stage of development.

Parents report that their children are happy at the setting and are always eager to attend. Parents also report that the provider and staff always make them feel welcome and give them plenty of information about their child's progress. This means that children benefit from the consistent working between staff and parents. The provider has a good understanding of self evaluation and making improvements. She uses a variety of methods to evaluate her setting for example, using parent questionnaires, reports from local Quality Improvement partners and children's views to assess what improvements may be required. Her good quality action plans show she has included the purchase of more equipment to provide varied activities for the outdoor area and regular reviews of the room layouts for the different aged children. The provider demonstrates she knows her setting well and that any improvements take account of the impact on the children.

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

Unique reference number	EY457504
Local authority	Bexley
Inspection number	978846
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	41
Name of provider	Happygems Day Care Limited
Date of previous inspection	03/09/2013
Telephone number	01322635268

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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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