

Happy Kidz

687-689 Holderness Road, HULL, HU8 9AN

Inspection date

28/07/2014

Previous inspection date

10/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 motivate children to be active and highly involved in their learning. This encourages children to find things out for themselves without having to rely on toys, books, activities or discussions.
- Outdoor climbing and balancing equipment offers children varying degrees of challenge so that they learn to recognise their individual capabilities. This provides children with the opportunity to manage some low-level risk within a safe, well-supervised environment in order to learn how to keep themselves safe and protected.
- The partnerships that the staff team form with parents and other providers make a strong contribution to meeting children's needs. They recognise the benefits of information sharing in support of consistency and continuity for children's care, well-being and learning.

It is not yet outstanding because

- Sometimes in their eagerness to encourage children to respond, staff do not allow sufficient time for children to organise their thoughts, to reflect and share their ideas before answering.
- Due to inconsistency in labelling, staff do not always help children understand that in English, words are read from left to right and top to bottom, and for older children, provide lots of opportunities for them to recognise their full name in preparation for school.

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 for children in the playrooms and the outside learning environment.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager of a small group of children involved in a drawing and craft activity led by a member of staff.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector spoke to staff, children and a parent, looked at information from the last parents' survey and discussed with the manager and nursery owner their plans for the improvement of the nursery.
- The manager provided the inspector with a tour of the nursery.

Inspector

Jackie Phillips

Full report

Information about the setting

Happy Kidz opened in 2007 and is one of two nurseries owned by a private provider. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated on a bus route that leads directly into and out of Hull town centre. It serves families from the immediate locality and surrounding areas. Children are cared for according to their age in two ground floor playrooms; both with direct access to a sensory room. There is an enclosed outdoor play area for children to use. The nursery opens five days a week from 7am until 6pm, closing for a week at Christmas. Children attend for a variety of sessions. There are 84 children on roll and all are in the early years age range. The nursery takes children aged from six-weeks-old to five-years-old, and receives funding for the provision of free early education for three- and four-year-old children. There are currently 11 staff working directly with the children; all of whom have appropriate early years qualifications. There is one member of staff who holds Early Years Professional status, two have childcare qualifications at level 4, seven at level 3 and one with level 2. In addition, the owner of the nursery holds Early Years Professional status and there is a nursery cook. The nursery receives support from the local authority. It is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- encourage staff to allow sufficient time for children to organise their thoughts, to reflect and share their ideas before answering questions
- help children to understand that in English, words are read from left to right and top to bottom, and for older children, help them to recognise their full name in readiness for school.

Inspection judgements

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

Staff have a secure knowledge and understanding of how to promote the learning and development of young children. They demonstrate this by providing a broad and interesting range of age-appropriate activities for all children. Activities are based on children's interests or those that are specifically planned to help them to move forward in their learning. This follows the routine observations and assessments of children's progress carried out by staff. The quality of teaching and learning is good because staff appreciate the value of play and encouraging children to have fun while they learn. Staff motivate children to investigate and experience things and to be active and highly involved in their learning. They provide a varied range of first-hand experiences for children so that

they can see and find things out for themselves without having to rely on toys, books, activities or discussions. For example, children frequently visit the very interesting and well-resourced local park. On the day of the inspection, the older children were taken to the park as part of their many regular walks to different places of interest in the community. On their return, the children excitedly and enthusiastically talk about the 'talking and dancing' parrot they saw and the llamas and kangaroos. This shows that staff use different ways to teach children, including use of walks and visits to a variety of places in the local area. This helps children to gain an understanding of the world in which they live and also to benefit by exposure to enhanced learning experiences. As a result, the quality of teaching is good and children make good progress in their learning.

Children are helped to practise, repeat and refine a large number of skills that they will need to accomplish for the next steps in their learning and eventually for school. For instance, they learn to manage their own footwear and clothing, use the bathroom facilities independently, share and take turns when playing with other children, concentrate and listen well. There are many occasions when they are supported to recognise their own name; usually their first name. Staff do not always take the opportunity to provide further challenge for the eldest children to help them to recognise their full name in readiness for school. Children's artwork is attractively displayed on the nursery walls. Sometimes, inconsistencies in the labelling of children's pictures does not always help them to understand that, in English, words are read from left to right and top to bottom. This means the way that staff support children's developing reading skills is not consistently fully effective.

All children are very well supervised by staff as they play. This supports children's learning and also helps them to feel safe and secure which boosts their confidence and independence. Children learn from each other. For example, when playing side-by-side using the hand-held, interactive technology equipment, they provide each other with encouragement to navigate their way around the screen using the correct functions to move the cursor. They say 'look at me' which demonstrates positive self-esteem and high levels of confidence. When a child successfully tries some food at lunchtime that she said she did not like but then found that she did, her friend offered her a 'high five' hand gesture. This shows that children are keen and confident to praise each other and congratulate individual achievements. The staff involve children in their learning and activity planning and frequently ask for their opinions. This shows children respect and keeps them fully engaged and informed. Staff extend this to include the parents so that they find out about each child in depth. They exchange information with parents so that children's learning can be continued and enhanced at home. Staff are skilful in their good use of open-questioning to encourage children to think and verbally share their ideas and thoughts. Sometimes in their eagerness to encourage children to respond they do not allow sufficient time so that children have good opportunity to organise their thoughts so that they can reflect and share their ideas before answering.

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

Staff build warm and trusting relationships with children. In turn, children develop in confidence so they approach staff easily, make their needs known and, because they feel

safe and secure, behave very well. A well-established key-person system is in place, although all staff know all of the children very well. The result is that children have their individual needs consistently and competently met and they form close attachments to their special person and, in addition, other staff members. Transition arrangements are well thought through. For example, new children and their parents are welcome to stay and play for short periods of time before they start at the nursery. This helps them to adjust to the change and familiarise themselves with the nursery environment. Short visits are planned when the youngest children move into the next playroom. They have lunch or a story with their older friends so when they finally make the move they are less anxious and more relaxed and familiar with the routine and environment. This supports a seamless transition onto the next stage for children. This thoughtfulness by staff continues as the eldest children prepare for the transfer into school. Teachers are invited to visit children in the nursery or senior staff go to the school to share information. Staff make a point of talking to children about what they can expect when they start school to help them to be emotionally well prepared for the change. Children sing a jolly song called, 'Big school, big school here we come'. The words give children a positive message about the fun that they will have at school helping them with their understanding and expectations. A well-organised Graduation ceremony is held when children leave the nursery to go to school. Parents and extended family members are invited to the celebration which marks the end of children's nursery days before they start 'big school'.

The nursery is well equipped and effectively organised. The broad and interesting range of toys and resources are within easy reach for children and the furniture is of a high quality. Low drawers with see-through fronts help children to identify their contents and so aid choice, decision-making and tidying away. The equipment and furniture is effectively used by staff to provide flexible spaces for children to play and learn. Good use of the well-equipped sensory room means children can take part in small group activities in this area or benefit by the calm surroundings to rest or relax. Children freely move between the indoor and outside environments. This not only benefits their learning and development but has a positive influence on their good health and sense of well-being. A compact vegetable plot in a corner of the garden currently boasts carrots and beans. The children enjoy watering the plants and understand that this is because 'it will make them grow'. They enjoy hunting for the beans in-between the leaves and foliage and carrying the harvested crop to the kitchen for the nursery cook to use for lunch.

Staff are positive role models for children by wearing sun hats themselves when outdoors. They apply sun cream to the children before they go outside or on walks, helping children to understand about protecting themselves in the sun. When children go on outings they wear high visibility jackets so that they can be easily seen and identified. Children understand about safety procedures. For example, they confidently discuss that they hold onto the 'holding ring' to form a line of children so that they 'all stay together'. They say that they 'must not run but walk' when near to the road and that they must 'keep looking and listening'. The varied range of interesting equipment in the outdoor area includes different equipment for children to learn to climb and balance. The equipment offers varying degrees of challenge for children to master so that they learn, understand and recognise their individual capabilities. This provides children with the opportunity to manage some low-level risk within a safe, well-supervised environment in order to begin to learn and understand how to keep themselves safe and protected. Freshly prepared

and cooked meals provide children with a good selection of nourishing meals. Fruit and vegetables on the menu contribute to children's understanding about a healthy diet. Children are involved at meal times by serving themselves and choosing their plates and cutlery. They learn about hand washing and other personal care skills as part of the daily routine.

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

The staff team fully understand the action to take if they have any concerns about a child's welfare or well-being. They know who to report any concerns to and have appropriate contact details in place of the relevant agencies to carry this out. A robust process for the recruitment, appointment and induction of new staff members is established. The owner and manager are very clear about appointing the right person to join the already well-established team so that they fit in easily. This is because they feel the team know and support each other extremely well and in doing so work effectively together. Staff provide a safe and secure environment for children which contributes well to how children are protected. There is a strong commitment towards staff's continual professional development which includes a rolling programme of first-aid and safeguarding training. This means they keep these vital skills and their qualifications regularly updated. The nursery owner, the manager and the staff team are secure in their knowledge and understanding of their responsibilities towards meeting the safeguarding and welfare requirements of the Early Years Foundation Stage.

The manager works closely alongside her team and regularly observes and evaluates their performance. This enables her to offer support and guidance in order to improve or develop childcare practice and ensure the educational programme helps children make good progress in their journey towards the early learning goals. There is scope though to strengthen the monitoring of the teaching and learning. For example, by helping staff to enhance their already good practice of questioning children to help them think critically and extending ways staff promote children's early reading skills. Quarterly staff team meetings take place which enable everyone to join together to discuss any relevant issues, update knowledge, share ideas and information and plan for children's learning. Recently the staff have expressed their concerns about the amount of written records they complete and the time it takes to carry this out promptly and accurately. The management team and staff recognised the imbalance between their desire to spend quality time with the children while managing written records in a timely manner so as to remain effective. As part of their improvement plans the management team have looked at more efficient ways of achieving their goal of reducing time spent on paperwork and increasing their time with the children. They have achieved this through networking and by working in close partnership with another out-of-town nursery setting. The result is new paperwork is soon to be introduced that it is hoped will be a smarter way of working by improving monitoring procedures for children's learning and the tracking of their progress. Staff have a good understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage.

Parents say that staff are very friendly, welcoming, approachable and competent. The

partnerships that the staff team form with parents and other providers make a strong contribution to meeting children's needs. There is a true recognition by staff of the benefits of information sharing in support of consistency and continuity for children's care, well-being and learning. Staff welcome the views of parents and children in their continual pursuit of improving the nursery provision. They are also reflective practitioners so are continually challenging themselves to think about 'what are we doing and why?' and asking themselves 'what is the purpose?'. This shows a good commitment to think about their practice, make adjustments where necessary and sustain improvements. Recommendations raised at the last inspection have been met and there is a clear drive and ambition for the future improvement of the nursery and its provision for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY356796
Local authority	Kingston upon Hull
Inspection number	863468
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	84
Name of provider	Happy Kidz Ltd
Date of previous inspection	10/11/2011
Telephone number	01482 377566

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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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