

Happy Kids Heybury Close

Heybury Close Childrens Centre, Heybury Close, Manchester, M11 3TY

Inspection date

Previous inspection date

14/08/2014

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

- Effective teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are well prepared for their next stage of learning.
- Safeguarding is good. The manager takes successful steps to ensure that all staff have a good understanding of child protection and the whistleblowing procedure. Therefore, children are protected well and kept safe from harm.
- Leadership and management are strong. The monitoring of educational programmes is precise and robust. Consequently, children make good progress in their learning and any gaps are quickly identified.
- Reflective practice is efficient. The self-evaluation plan in place ensures priorities for improvement are identified and clearly shows the management's drive to raise the standard of the provision further.
- Beneficial partnerships with parents, carers and other professionals are fully embedded. This means children learn well and have good continuity in their care and development.

It is not yet outstanding because

- Children do not always experience an environment which promotes their awareness of language diversity, cultures and religions of the world.

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 toured the whole of the nursery along with the outdoor garden. She observed activities in the play rooms and the interaction and learning between the staff and children.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plan.
- The inspector sampled a range of documents, which cover the learning and development requirements including observations, planning, and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.
- Discussions took place between the staff, children and the inspector at appropriate times during the inspection. The inspector took into account the verbal feedback of parents.

Inspector

Lisa Maidment

Full report

Information about the setting

Happy Kids Heybury Close was registered in 2014 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in Beswick, a suburb of the City of Manchester, and is operated by Happy Kids Childcare Ltd who own and manage eight other settings. The nursery employs five staff members, all of whom hold appropriate early years qualifications at level 3 and above. The nursery serves the local area and is accessible to all children. It operates from a purpose-built single storey building. There is an enclosed area available for outdoor play. The nursery opens from 8am to 6pm each weekday, all year round. Children attend for a variety of sessions. There are currently 25 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- increase the use of print, books and resources, which reflect the language and cultural diversity of different countries and religions so that children gain a wider appreciation and understanding of the world around them.

Inspection judgements

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

The quality of teaching in the nursery is good. The nursery provides a wide range of activities and opportunities for children to play, which covers all the areas of learning. Children are stimulated to play, learn and develop their skills well because staff use their secure knowledge of how children learn to the best of their abilities. For example, staff teach children about the names of shapes and extend children's knowledge by teaching them the difference between a square and a triangle. They introduce colours to the shapes to keep the older children interested and use constant praise for encouragement. This ensures children develop an early understanding of mathematics through differentiation and recognition. The staff encourage communication and language effectively. There is a cosy reading area where children can sit and look at a wide variety of books. During story time, children are asked open-ended questions to encourage critical thinking and predict what might happen next. This builds on children's understanding of language and staff members identify any potential children whose language is not as developed. As a result, children progress well ready for their next stage of learning.

The staff in the nursery work closely with parents to find out vital information about their child. Using initial observations, along with parents' views, the staff benchmark children's attainments successfully when they first start attending. This helps staff members support children's learning consistently and effectively. Staff use a robust observation system

capturing play using photographs, and plan each individual child's learning using a wide and balanced mix of adult-led and child-led activities. Each child has a learning journal, which records their learning and development. Staff identify children's next steps of learning and clearly track children's progress. They know that children learn at their own rate and plan activities, which keep them stimulated and eager to learn. For example, children play with shells in the sand area, listening to the sounds they make when put up to their ear. Children use words that describe and predict why they make the sounds and explore the textures, expressing their opinions. This ensures children learn at a good rate and offer predictions appropriately, learning vital skills ready for school.

Parents are involved in their children's development and staff share information with them at parents' evenings, along with day to day conversations. Information boards give ideas for home learning and the nursery's online website offers information and advice. This enables staff to inform parents on their child's progress and identify any gaps in their learning. Family fun days are held periodically, where parents are invited to participate and children enjoy showing them the resources, their artwork and paintings on the walls of the nursery. However, there are fewer resources to fully reflect language diversity and other cultures of the world to help children gain a wider understanding of the world around them. The newly decorated baby room offers comfortable surroundings, which support younger children's learning and development. The outside environment supports children's physical development well. Staff ensure children's learning opportunities in the outdoor area are fully met. There are lots of opportunities for children to engage in activities which develop their imagination and investigation skills. Consequently, children have good opportunities to learn through play, both in the indoor and outdoor environments.

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

The key-person system is embedded well in the nursery. Children and their parents go to their designated staff member who is friendly and caring. Children, who are unsure, are comforted and supported during the early settling-in sessions. Staff adjust the settling-in procedure to suit each individual child. This ensures children become used to the nursery in their own time and this supports the move from home to nursery effectively. Children have cuddles and support, which help them form secure attachments and develop their emotional well-being. Staff give lots of encouragement and praise that promotes children's positive behaviour skills. They show a good understanding of each child's needs and work closely with them supporting appropriately. Therefore, children develop emotional skills, which are positive and enhance their self-esteem.

Children have a good awareness of healthy lifestyles. They enjoy fresh air and outdoor activities in the nursery garden daily, having direct access to the outdoors from the individual play rooms. Children have experiences which are fun and stimulating. They ride bicycles around the many winding paths and create mud pies in the outdoor kitchen. Children have opportunities to experience planting and growing in the sensory garden. This ensures they learn about the growth and decay of natural plants. Hunting for bugs in the garden provides occasions for children to have an understanding of the living world and they learn about lifecycles of butterflies. Children take small, but safe risks climbing

from one piece of wooden stepping stone to another knowing that staff are close by if needed. Clear risk assessments ensure children play in a safe and secure environment. As a result, children have opportunities to develop their physical skills and extend their understanding of risk and safe practices.

At lunchtime, children develop independence skills by helping themselves to crockery and cutlery ready for their food. They self-select homemade nutritious food, which is prepared freshly in the nursery. Lunchtime is a social occasion and children sit down together with the staff and chat. Water or milk is available constantly throughout the day, along with fruit at snack time. Allergies and children's dietary needs are recorded and displayed for staff to follow. Staff abide by care routines according to parents' wishes, such as sleep routines and they change nappies at regular intervals throughout the day. They record this information to inform parents daily. Staff promote good hygiene procedures by helping young children wash their hands after going to the bathroom. The nursery belongs to a local scheme, which encourages oral hygiene and supports children in understanding how to clean their teeth correctly. This helps children to develop an understanding of good personal skills ready for their future.

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

Safeguarding is good. All staff have a strong understanding of child protection and recognise how to safeguard children in the nursery. The manager organises safeguarding training for all his team and supports his staff in providing a safe learning environment for children. Staff are aware of the procedures to follow if they feel a child is at risk and know who to contact in the event of a whistleblowing situation. All staff understand the importance of maintaining ratios to make sure that all children's individual needs are met. Fire procedures are practiced routinely to enable children to understand what to do in the event of a fire. Policies and procedures are well written and are easily accessible by staff and parents. These reflect changes in legislation and guide both the staff and manager in their day to day practice. The leadership and management of the nursery is strong. The manager works effectively with the directors of the company to ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. All requirements for the childcare register are met. As a result, children are protected from harm and play securely in the nursery.

The learning and development requirements are met well. The database system used to monitor the educational programmes of children is extremely detailed and robust. The manager accesses up to date data for different cohorts. This information informs him where children make good progress in their learning and highlights any gaps in provision. The manager has good staff recruitment procedures to make sure all adults caring for children are suitable to do so. Successful induction processes are in place and all new staff familiarise themselves with the nursery's policies and procedures. Monthly supervisions ensure that key persons working with their children are well supported. Any gaps in a staff members' knowledge is identified and training is put into place through various identified training methods. Self-evaluation is good. The manager successfully reflects on and identifies areas of the nursery to improve. He uses the ongoing support from the directors

and other staff members to effectively prioritise improvements. There is an action plan in place, which clearly shows the management's drive to raise the standard of the provision further. Consequently, the nursery demonstrates it can identify any areas for improvement and recognise the strengths in its provision.

The nursery works closely with various settings in the community. The manager recognises the importance of working with the local children's centre to support children and their families. Good links are being built with other providers and schools that children will attend to ease the transition for them. The manager knows the value of having good working relationships with outside agencies if he feels additional help is required, such as speech therapists. Working closely with parents to share information about their children is a strength. Parents receive monthly newsletters and a monthly question gathers information and opinions from parents to improve the nursery's practice. Parents' verbal feedback highlights the caring and happy service the staff provide. They comment on how important it is to have a nursery on their doorstep that provides the care and learning they require for their children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY472757
Local authority	Manchester
Inspection number	960404
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	25
Name of provider	Happy Kids Childcare Limited
Date of previous inspection	not applicable
Telephone number	07834094926

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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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