

Happitots Day Nursery

152 Broad Road, SALE, Cheshire, M33 2FY

Inspection date	27/11/2014
Previous inspection date	28/05/2009

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

- Children form very strong attachments with key persons who support them effectively at all times. Staff are welcoming, warm and friendly, which helps children to feel happy and safe.
- Partnerships with parents and children's extended families are strong. Staff successfully involve children's families in all aspects of the nursery and provide many opportunities for them to become involved in children's care, learning and development.
- Staff have good knowledge and understanding of how children learn and provide a varied and stimulating environment. Consequently, children are engaged, motivated and actively involved in all educational programmes. This supports them to make good progress.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Self-evaluation is rigorous and effectively supports continuous improvement.

It is not yet outstanding because

- There is room to strengthen the already good practice of the staff, by sharing their expertise across the nursery to support children to have the highest levels of achievement in all areas of learning.
- Children in the toddler room are not always encouraged to develop their independence skills during routine activities, for example, by serving themselves at all mealtimes.

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 looked at children's assessment records, planning documentation, evidence of suitability of the 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 and recorded in responses to parental questionnaires.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed the provider's hardcopy self-evaluation form.
- The inspector spoke with staff and children during the inspection and observed children at play.

Inspector

Helen Gaze

Full report

Information about the setting

Happitots Day Nursery originally opened in 1993 and re-registered in 2006 under new ownership. It is privately owned. The nursery is on the Early Years Register and the compulsory part of the Childcare Register. It operates from a large house in Sale, South Manchester. The children are cared for in eight rooms over two floors and there is a separate annexe for pre-school children. Children have access to an enclosed outdoor play area. The nursery operates Monday to Friday, 8am to 6pm for 51 weeks of the year. There are currently 84 children on roll who are all in the early years age range. Children attend for a variety of sessions. The nursery employs 23 members of childcare staff, of whom 19 hold appropriate early years qualifications at level 2, 3 or 4. Additionally, one member of staff holds Qualified Teacher Status and one holds Early Years Professional status. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The nursery receives support from the Local Authority.

What the setting needs to do to improve further

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

- strengthen the staff team's already good practice, for example, through the use of peer observations to share the very best practice and expertise, and consider how this can be enhanced to help children excel in all areas of learning
- maximise children's levels of independence during routine activities, for example, by encouraging children in the toddler room to serve themselves during all mealtimes.

Inspection judgements

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

The staff and manager provide children with a stimulating and inviting environment in which children become engaged, motivated and enthusiastically involved in activities. Staff have created free-flow access between rooms for children, which allows them to move between various areas, thus giving them more space and opportunities to socialise with their friends in larger groups and to get to know other staff. This helps to prepare children for their future moves within the nursery. Staff provide a balance of child- and adult-led learning opportunities based upon the needs and interests of children, which they enjoy. For example, young children eagerly become involved in a mark-making activity, as they use chunky chinks and blackboards. Babies practise holding the chunky chalk, while staff encourage them to make random marks to support their physical skills. Therefore, staff demonstrate how they effectively engage children and motivate them to learn new skills.

Staff help all children, including those in receipt of funded early education and children who speak English as an additional language to make progress in their communication and language. Staff in the toddler and pre-school rooms use a nationally recognised language programme to teach children and young babies to communicate. As a result, children receive good levels of support in their language development. Staff provide good support for those children who are bilingual and who are reinforcing their English language skills. For example, during children's play staff ask children if they would like to use English or French to help them to practise their communication skills in different languages, where this is appropriate. This demonstrates that staff fully support all children in developing their language skills. All children enjoy being outdoors and the well-resourced and varying opportunities in the garden support them well. For example, babies enjoy riding on wheeled toys, while older children show delight in exploring sand, mud and water. As a result, staff are supporting children with their physical and creative skills well. Children, including babies, enjoy outings in the local community to extend their learning further. For instance, babies enjoy trips to the local park where they use the larger equipment and observe the wider world around them. Staff support children's mathematical and problem-solving skills through good use of open-ended and thought provoking questions. For example, staff ask children what tools they think they may need during a water play activity to wash the toys. Children show their competent thinking skills as they gather brushes, water and soap to clean away the paint. This effectively helps children develop many of the skills and attitudes to learning they need in readiness for school.

Staff complete accurate observations and assessments of children's progress and effectively plan for their next stage in learning. All children have a learning record, which clearly shows the good progress children make. Staff use a good mixture of tracking and spontaneous observations to gather information about the things that children can do, and where they may require further support. This includes secure use of the progress check for children between the ages of two and three years. Staff plan a range of activities to support children in their next stage in learning. For example, staff in the baby room plan a teddy bear's picnic to help new children to get to know each other. As a result, this helps children to settle quickly and encourages them to make friends. Staff celebrate children's achievements by sending information to parents via home-link letters. The letters highlight the things children learn at nursery and provide information about the ways parents can support their children at home. This provides children with continuity in their learning.

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

Children form very strong attachments with key persons, who support them effectively at all times. Staff are welcoming, warm and friendly and they give comfort and cuddles to babies and children. Every child in the nursery has a key person who establishes effective links with parents. Consequently, children's well-being, care needs and routines are successfully promoted. Staff tailor the settling-in period to children's individual needs. They take the time to visit children in their home before they start at the nursery, which helps them to observe children in their familiar surroundings. This allows staff to get to know children and their families well before they start. Staff gather robust information from parents, enabling them to understand children's individual needs very well. They take parents' requests on board when providing care for their children. For example, staff take

children's individual dietary needs into account and parents complete questionnaires to provide staff with information about their child's current learning. The good relationships that staff have established with parents help them to support children effectively in their care, learning and development.

Children are well behaved because staff act as positive role models and guide them effectively to understand boundaries and expectations. Staff provide children with gentle reminders throughout the day, such as, to tidy their toys away when they have finished with them and to share with their friends. This supports children to play well together and to care for their environment. Staff encourage good health and hygiene practices through daily routines, such as supporting children to wash their hands before and after lunch. Staff provide children with a range of nutritious food that is balanced and healthy. They talk to children about the foods that are good for them and take the time to explain the different ingredients used. For example, they talk to children about the herbs they have planted in the garden, which have been used in their lunch. This supports children to understand where different foods come from and to make links to the wider world around them. Children display competent self-care skills as they wash their own hands and find their own name on their place mats before lunch. However, children in the toddler room are not always encouraged to develop their independence further at these times because, for example, they are given their food, which is already plated, rather than being supported to learn how to serve themselves.

Staff provide many opportunities for children to learn how to take measured risk in their environment. For example, children learn to negotiate space between the different rooms, and outdoors they learn how to manage their own safety as they climb on the climbing frame in the garden. Babies are encouraged to crawl, cruise and walk around the garden as they play with their favourite toys. They observe what older children do as they share the space and learn to socialise. This results in children gaining the skills that they need to be confident in readiness for their move to other rooms within the nursery and for school when the time comes.

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

The manager and deputy understand the legal requirements and ensure that the staff team have the knowledge and expertise to effectively implement the nursery's safeguarding policies and procedures. All staff understand how to keep children safe, including recognising and reporting concerns of abuse and neglect. Staff know how to record existing injuries and have good systems in place to record accidents that occur within the nursery. Most staff are first-aid trained and this supports them in dealing with and responding to emergencies if they occur. The management team have rigorous recruitment procedures in place. Most staff are long serving and undergo regular suitability checks. New staff complete Disclosure and Barring Service checks to ascertain their suitability. All staff have completed child-protection training and the manager is the designated lead person for safeguarding. This secure organisation helps to keep children safe in the nursery. All staff undergo a thorough induction to help them to fulfil their role and responsibilities. Staff read the nursery policies and procedures and regularly refresh

their knowledge of these when they are reviewed.

The manager, her deputy and the room supervisors effectively monitor the educational programmes. They monitor children's progress through a tracking system, which means they can quickly identify those children, or groups of children, whose progression is not as expected for their age. The self-evaluation accurately identifies the strengths and areas requiring further enhancements, which demonstrates the staff's commitment to continuous improvements. Staff have developed action plans to track the progress they make in addressing planned improvements. As a result, recommendations from the previous inspection have been fully addressed. For example, the management team now ensures they seek the views of parents, children, staff and other professionals when they evaluate the provision. This supports them in making continued and sustained improvements. For example, managers regularly involve parents when they are updating policies and procedures. Parents complete regular questionnaires and make comments and suggestions. For example, when parents asked for more information about what their children are eating, managers revises and shared the menus and provide more variety for children attending part time. The staff team is well qualified and well supported by the management team. Staff have many opportunities to continue their professional development. For example, some staff have attended an accredited speech and language training course to enable them to further support children's communication and language development. However, opportunities to further extend the methods used to cascade the very best practice and expertise to all staff, such as through the use of peer observation, is not yet fully maximised.

Staff have formed effective partnerships with parents. They successfully involve parents in all aspects of the nursery and provide many opportunities for them to become involved in their child's care, learning and development. For example, staff hold regular meetings with parents to update them on the progress their children make. Parents and children's extended families regularly attend events at the nursery, which helps families to further support children's learning at home. For example, grandparents recently attended the nursery to tell stories and to join in children's activities. Parents feel staff actively encourage their involvement. This supports the nursery in extending the home-like feel and further supports children to feel valued and supported. Partnerships with other early years providers are also very well established. Staff ensures they share information regarding the progress children make, in particular, where children attend more than one setting. Staff work closely with other professionals, such as speech and language therapists, to ensure children's needs are fully understood and met. Managers receive regular visits from the local authority, who help them to successfully monitor and improve the service they provide.

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. 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	EY321437
Local authority	Trafford
Inspection number	862417
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	59
Number of children on roll	84
Name of provider	Jennifer Isobel Salmon
Date of previous inspection	28/05/2009
Telephone number	0161 962 6428

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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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