

## Inspection date

27 April 2015

Previous inspection date

12 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are encouraged to be independent and successfully do things for themselves. Therefore, children gain high levels of confidence in a safe environment. Consequently, children are ready for the next stage in their learning and eventually school.
- Staff work very well together to facilitate the smooth running of sessions, allowing seamless moves between play and routines. As a result, children are continually engaged and active.
- Children are very well supported by staff when they are ready to move up into the next room or to the sister nursery. This promotes their emotional well-being successfully.
- Children are happy, confident and secure within the nursery because staff have developed close relationships with them.
- Partnership with parents and other professionals are well established and effective. This ensures that children with special educational needs and/or disabilities receive a good level of support and consistency in their care and learning right from the start.
- Children are effectively safeguarded because staff have a secure knowledge and understanding of child protection procedures. This means they can act appropriately to safeguard children.

### It is not yet outstanding because:

- Information obtained from parents before children start at the nursery does not include full details about their children's prior learning, to enhance the precision and accuracy of initial assessments.
- The monitoring of assessments does not include an overview of the progress of different groups of children, in order to more clearly identify where any targeted intervention is required.

## What the setting needs to do to improve further

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

- enhance the accuracy of children's initial assessments by gaining more precise and detailed information from parents about children's prior learning when they first start
- enhance the monitoring of children's assessments to track the progress of a range of different groups, in order to target any specific interventions even more precisely.

### Inspection activities

- The inspector had a tour of the nursery and held discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playrooms and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation and improvement plan.

### Inspector

Hayley Ruane

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

All children are supported to make good progress in their learning and development. Stimulating and exciting activities are available to engage children's interests. For example, staff role model blowing bubbles and children are asked to copy. As a result, children develop muscle control in their mouths to support them with the early stage of forming words. Babies are placed on their tummy to develop their core body strength before moving into sitting and standing positions. Songs are used by staff to enhance communication, language and social skills. Children sit together and take turns in choosing hats to wear. They apply their own sun cream while staff sing a song to encourage children to rub the cream into their hands and arms. As a result, children learn to keep themselves safe when playing outside. Staff gain some basic information from parents about children's routines and interests when they start at the nursery. However, this information does not always include information about children's prior learning to enable staff to enhance the precision and accuracy of initial assessments of their abilities.

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

Children form secure attachments with staff who are positive and approachable at all times. Consequently, children develop a sense of belonging in this welcoming environment. Staff make full use of the outdoor area and facilities. For example, they use climbing equipment to enable children to confidently manage risks and develop their physical skills. Children use watering cans to water plants to support their understanding of caring for their environment. Babies are very well cared for. Their individual routines from home are followed well by staff so that babies eat and sleep when they are ready. Children develop their independence as they choose their activities from a selection of low-level boxes and baskets.

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

The nursery has addressed all actions raised at the last inspection and this positive commitment to improvement has raised standards in learning and care. Adult-to-child ratios are maintained at all times and children have daily access to the outside area. Observations of children's ongoing learning are now sharply focused to match their individual learning needs. Staff performance is monitored by the manager to ensure good learning experiences for children. Most staff have early years qualifications and this has a positive impact on children's learning and development. Staff benefit from good opportunities to undertake further training that is identified at supervision meetings. This results in positive learning experiences for children. Staff monitor educational programmes for individual children and the manager has an overview of children's learning. However, the manager is just starting to consider monitoring the varying learning styles of groups of children. For example, looking for differences in how boys and girls learn, to ensure that any gaps in development are narrowing. The manager evaluates her practice carefully, taking into account the view of parents and staff to promote ongoing improvements.

## Setting details

<b>Unique reference number</b>	EY101918
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	1003735
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Happy Stars Limited
<b>Date of previous inspection</b>	12 January 2015
<b>Telephone number</b>	01724 876200

Happy Stars nursery was registered in 2002. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and three at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery supports a number of children with special educational needs and/or disabilities.

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