

# Happy Faces Childcare

Stoops and Hargher Clough Community Centre, Venice Street, Burnley, Lancashire,  
BB11 4BA



## Inspection date

2 June 2015

## Previous inspection date

17 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 happy, settled and eager to learn. Staff regularly and accurately observe and assess children's development. They effectively use this information to plan for children's individual learning needs. As a result, all children, including those who have special educational needs and/or disabilities, make good progress across all areas of learning.
- Children thrive in this warm and welcoming setting through the kind and caring nature shown by their key person. As a result, children feel emotionally safe and secure, and display high levels of confidence and self-esteem.
- Children are well supported by staff to develop their communication and language. Staff use a good range of questioning techniques to extend children's vocabulary. Additionally, staff give children plenty of time to think and respond.
- Arrangements for safeguarding children are effective because clear policies and procedures are in place. These are regularly reviewed and understood by all staff.
- Strong partnerships with parents and other professionals are firmly established to support children's ongoing development.
- The manager and staff team demonstrate a strong commitment to improving outcomes for children. Therefore, maintaining continuous improvements.

### It is not yet outstanding because:

- Opportunities for children to develop early writing and reading skills are not always maximised.
- Opportunities for younger children to freely explore their own thinking and fascinations during planned activities are not always given full consideration.

## What the setting needs to do to improve further

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

- enhance the learning environments even further, to promote and extend children's early writing and reading skills, particularly in the outdoor learning environment
- provide even more opportunities during planned craft activities for younger children to be able to freely explore their own ideas and thinking.

### Inspection activities

- The inspector had a toured the setting.
- The inspector observed activities in the classrooms, hall and the outdoor learning environment.
- The inspector conducted a joint observation with the manager of the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at and discussed the setting's improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Donna Birch

## Inspection findings

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

The bright and attractively organised learning environment assists children to make independent choices as they play. Younger children enjoy mixing paints and experimenting with glitter and collage. However, sometimes, staff do not give children enough time to be able to follow their own explorations and thinking because they direct them away from the activity table. Older children enjoy interactive stories and demonstrate their good listening, speaking and imaginative skills. They create characters, narrate the story and use props to support their play. Staff interact well and ask lots of questions to extend their vocabulary. Outdoors, children use magnifying glasses to search for bugs in the garden and are curious to learn about the differences. However, when they want to draw and write about what they have seen, there are few resources outside to support their reading and writing skills. However, staff arrange resources inside, so that children can complete the task. Furthermore, staff do not encourage children to practise their writing skills, such as supporting them to write their names on pieces of their work.

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

Children are supported to lead a healthy lifestyle. They access the outdoors everyday and are supplied with waterproof clothing to enable them to enjoy going outside in all weathers. Children enjoy running, climbing and take part in physical activities, such as exercise and dance. Food and drink provided for children is healthy and nutritious. Staff are good role models. Gentle reminders of the rules and how to play safely help children develop their confidence and social skills. Consequently, children behave well. Children have good independence and self-help skills. They select their own fruit at snack time and pour their own drinks. Most staff hold a valid first-aid qualification. Therefore, they are able to deal with any emergencies. Settling-in sessions are used well to help children and parents feel at ease. Parents are involved in the setting and are kept up to date of their children's learning.

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

The management team demonstrate a commitment to the provision. Priority has been given to addressing actions and recommendations made at the previous inspection. The manager and staff are qualified and have attended training courses to update their knowledge and skills. As a result, they have been able to make effective changes to further develop the provision. Staff have a good understanding of how to meet the requirements of the Early Years Foundation Stage. Children's progress is effectively monitored by the manager to ensure quality of learning. Partnerships with other professionals are good. Targeted play plans and group sessions are used well to improve outcomes for children. Consequently, children are very well prepared for the next stage of learning. Staff are supported by the manager. Effective systems for supervision are in place and are being used well to improve the quality of teaching and learning. Recruitment and vetting are robust and staff's safeguarding knowledge is secure.

## Setting details

<b>Unique reference number</b>	EY469868
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	980624
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	24
<b>Name of provider</b>	West End (Burnley) Community Interest Company
<b>Date of previous inspection</b>	17 June 2014
<b>Telephone number</b>	01282435865

Happy Faces Childcare was registered in 2013. The nursery employs five members of childcare staff. All of whom hold appropriate early years qualifications. The manager has an early years qualification at level 6. The nursery opens Tuesday to Thursday, term time only. Sessions are from 10am until 3pm.

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