

# Happy Jacks Childrens Day Nursery Ltd

26 Centre Vale, Todmorden Road, Littleborough, Lancashire, OL15 9EL



## Inspection date

29 January 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff observe and monitor children's learning and development carefully. They plan activities that follow children's interests and help them to make good progress.
- Staff effectively prepare children for their next stage in learning. They focus on developing strong communication and literacy skills to help them in the future.
- Parents are kept well informed about their children's learning. Staff work in partnership with other professionals to offer extra support to children when needed.
- The manager has detailed action plans in place to continually improve the quality of the nursery. She uses a variety of different ways to evaluate the effectiveness of the nursery.
- Children's behaviour is good. They concentrate well during activities and are motivated to learn. Staff encourage good manners and help children to play cooperatively.
- Staff sensitively support children when they start at the setting, move up in nursery classes and when they leave to go to school. This helps to promote their emotional well-being.

### It is not yet outstanding because:

- Systems used for the monitoring of staff practice are sometimes over complicated. They do not always identify clear actions to ensure the quality of teaching is highly effective overall.
- Staff do not successfully engage all parents to contribute their own information to children's ongoing learning in the nursery and at home.

## What the setting needs to do to improve further

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

- refine systems to monitor staff practice to ensure that clear actions are identified that continue to drive the quality of teaching to the highest standard
- encourage more parents to contribute their own information to children's ongoing learning in the nursery and at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation, staff supervision forms, and a selection of policies and procedures.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of the policies and procedures in place. They know what action to take if concerned about the welfare of a child in their care. The manager reflects upon the strengths and weaknesses of the setting. She gathers and uses parents' views to identify improvements for the nursery. Children's views and staff opinions are also included to form a clear action plan. Staff benefit from a well-established programme of professional development. This helps to build upon their knowledge gained from relevant qualifications. The manager monitors children's progress across all areas of the Early Years Foundation Stage. Gaps are identified to help address any weaknesses and staff plan to promote further learning. Local teachers visit the nursery and invite the children to special events at school. This is one way that the nursery works with other professionals to improve outcomes for children.

### Quality of teaching, learning and assessment is good

Staff have a good knowledge of the children. They understand where the children need further support and challenge in their development. Staff plan experiences that follow the children's interests. They enhance the provision with different resources and offer activities well suited to each child. Older children learn about the properties of magnets and use money to buy items at the 'shop'. Babies use their senses to explore the ice, sand and water. Regular and detailed assessments are made that identify clear next steps in the children's learning. The quality of teaching is good. Staff skilfully support children's learning through play. Children enjoy measuring the length of their arms using a tape measure and investigate the sizes of different objects. This helps to promote their mathematical development. Parents are kept updated about their children's learning in a variety of ways; for example, detailed summary reports in the children's files.

### Personal development, behaviour and welfare are good

Staff create a stimulating environment for children. There are lots of opportunities for children to practise their physical skills outdoors. Amongst other things, they enjoy riding the bikes and scooters, mixing bubbles in the water and spraying paints onto the wall. Staff are calm and considerate at all times, which helps to promote good behaviour for children. Staff support children to follow routines effectively, for example, by matching the resources to the pictures on the boxes as they tidy up to music. Older children wash their own hands for lunch, pour their own drinks and get dressed to go outdoors. This helps to support their growing independence skills. Children settle into nursery at their own pace, supported by gradual visits with their parents. When moving through nursery, they visit with their key person, which helps to promote their well-being.

### Outcomes for children are good

Children make at least typical progress from their starting points and some are working above expectations for their age. Gaps in children's learning are quickly identified and extra support put in place. Targeted groups promote children's communication and literacy skills. The staff complete accurate reviews of children's progress between the ages of two and three years, and share this information with parents.

## Setting details

<b>Unique reference number</b>	EY484118
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1001153
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Happy Jacks Childrens Day Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01706 374333

Happy Jacks Childrens Day Nursery Ltd was established in 2004 and re-registered in 2014. The nursery employs 19 members of childcare staff. Of these, all hold appropriate early years qualifications including the manager who has Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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