

Happyfeet Day Nursery

St Giles Road, Watton, Norfolk, IP25 6XG



Inspection date

Previous inspection date

9 August 2016

2 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- The provider has a good understanding of her role and responsibility to keep children safe and to promote their education effectively. She is committed to ensuring that good standards are maintained throughout the nursery and that all requirements are met.
- The quality of teaching is good. Staff provide a wide range of interesting learning experiences for children, both indoors and outside. They plan activities that capture children's interests and support their next steps in learning.
- Staff are motivated and enthusiastic and work well together as a team. They deploy themselves effectively and, as a result, children's care and learning needs are met very well.
- Parents are fully engaged in their children's learning. Parents spoken to at the time of the inspection were very complimentary about the nursery. They commented on the very good feedback they receive regarding their child's day and are very happy with the progress their children make.
- Staff have good links with the local church, children's centre and primary schools. They promote continuity in children's care and learning and a smooth transfer on to full-time education.
- The provider gathers the views of parents, children and staff well to evaluate the nursery's effectiveness and to plan for future improvement.

It is not yet outstanding because:

- Although staff are supported well, systems for professional development do not yet focus strongly enough on raising the good quality of teaching even further.
- On occasions, staff do not consistently make the most of opportunities for children to extend their mathematical problem-solving skills.

What the setting needs to do to improve further

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

- target the professional development of staff more precisely on raising the quality of teaching to an outstanding level
- strengthen the good practice in teaching children about mathematics, offering more opportunities for them to count and explore size, weight and measure.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the nursery manager/owner.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Jacqui Oliver

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate their robust understanding of what to do should they have any concerns about a child's welfare. Rigorous recruitment procedures, staff induction and supervision processes are in place, ensuring all staff are suitable. Staff carry out daily risk assessments of the environment, toys and equipment to help ensure children's ongoing safety. There are good arrangements for monitoring children's attendance. The manager oversees the educational programmes and checks children's progress. She ensures any gaps in children's learning are swiftly identified and targeted support is put in place. This helps all children to make good progress. Staff are encouraged to further develop their mandatory training, which has a positive impact on the children's care, learning and development.

Quality of teaching, learning and assessment is good

The nursery is set out attractively with good quality equipment and clearly defined areas of learning. This means children can easily make decisions about what they do and initiate their own play and learning. Staff help to promote children's communication and language skills as they speak clearly and introduce new words in their play. Children thoroughly enjoy their imaginative play. For example, they use the role play area as a cave, the beach and a hairdressing shop. Babies and toddlers have many opportunities to enjoy stories, rhymes and songs. Sensory toys and resources are used imaginatively so that they can examine different textures and use their senses. For example, they excitedly chase bubbles. Older children are encouraged to write their names and staff continually reinforce their understanding of letters and sounds. This helps to support their early literacy skills.

Personal development, behaviour and welfare are good

Staff create a welcoming, friendly and stimulating environment. They show kindness and respect, and value children's views and opinions. Children approach staff for cuddles and reassurance when needed. New children and parents are supported well to ensure a successful settling-in period. Staff are very good role models. They consistently reinforce rules and praise children who make good choices. Children have a clear understanding of behavioural expectations and boundaries promoting their confidence and self-esteem. Children benefit from being in the fresh air enjoying opportunities to develop their physical skills. They manage simple risks to keep themselves safe. Children learn about road safety when they go on outings to the local church, library and park. Meals provided are balanced and nutritious and take account of individual dietary needs and preferences.

Outcomes for children are good

Children of all abilities, including those who speak English as an additional language, achieve well throughout their time in the nursery. Where children's starting points are lower, individual plans are in place and gaps in children's attainment are narrowing. Additional funding is used successfully to improve outcomes for children. Children demonstrate high levels of well-being, involvement and are motivated, inquisitive learners. They enjoy their time at the nursery and are developing key skills ready for their future learning and school.

Setting details

Unique reference number	EY458963
Local authority	Norfolk
Inspection number	1060626
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	67
Number of children on roll	73
Name of registered person	Happyfeet Watton Limited
Registered person unique reference number	RP535468
Date of previous inspection	2 September 2013
Telephone number	01953 881705

Happyfeet Day Nursery was registered in 2013. The nursery employs 16 members of childcare staff. Of these, 13 hold early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6.30pm. The nursery also offers an after-school club and holiday club for children aged over five years. 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.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

