

# Happy Kids Athersley

Laithes Primary School, Laithes Lane, Athersley, Barnsley, South Yorkshire, S71 3AF



## Inspection date

9 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Assessments of staff's practice do not always focus precisely enough on identifying how they can raise the quality of teaching to become consistently good.
- The manager does not monitor how staff use observations to assess children's abilities and plan for their next steps in learning effectively enough. Assessments are not an accurate reflection of where children are in their learning.
- Staff do not make the most of opportunities that occur spontaneously to extend children's learning and development further.
- Self-evaluation has not been used effectively to identify and tackle key weaknesses in the nursery.

### It has the following strengths

- Staff gather parents' views on the running of the nursery and implement change at their request. For example, following a parent's suggestion, children now have a growing area in the garden where they can plant fruit and vegetables and observe change over time.
- Staff help children to prepare emotionally for their move on to school. Children try on items of uniform and they look at photographs of the school they will be going to. This helps children to become familiar with the environment and routine of school life.
- Children develop positive relationships with members of their community and gain an understanding of difference in society. They visit the local library to look at books that help them to learn about different cultures, traditions and beliefs.
- Staff, parents and other professionals work together to support children who have special educational needs or disability.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- improve how well staff use observational assessments to identify where children are in their development and plan precisely for the next steps in their individual learning. 14/10/2016

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

- evaluate more precisely how staff can build on their teaching skills to help raise the standard to a consistently good level throughout the nursery
- make better use of opportunities as they arise during activities and children's play to help support and extend children's learning and development further
- review the process for self-evaluation to accurately identify areas for improvement and promote a successful culture of careful monitoring.

## 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 provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

## Inspector

Jane Tucker

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. The manager monitors staff's knowledge of child protection through quizzes and team meetings. Staff attend safeguarding training. They have a secure knowledge of reporting procedures and the possible signs and symptoms of abuse. The providers make sure that recruitment, selection and vetting procedures are thorough. This helps to ensure staff's suitability to work with children. The manager monitors staff's practice through observation and supervision meetings. However, arrangements are not effective enough to address staff's training needs and ensure that children benefit from a good level of teaching. Although the providers monitor the overall progress children make, weaknesses in observation and assessment reduce the value of this information. Current self-evaluation processes and action plans do not clearly identify areas of weakness in the nursery.

### **Quality of teaching, learning and assessment requires improvement**

Most staff are qualified and have a suitable knowledge of how children learn. They make observations of children as they play. However, the information they gather is not used effectively to make accurate assessments of children's development. Staff do not plan precisely for children's next steps in learning to help them make the best possible progress. Children choose to play with the water outside. They enjoy going back and forth filling containers and watch as they direct the water flow. Staff are engaged in children's play. However, weaknesses in teaching mean that staff do not always look for ways to extend and enhance children's spontaneous learning. Children enjoy mixing a range of materials together and use appropriate words to describe how the texture feels.

### **Personal development, behaviour and welfare require improvement**

Weaknesses in observational assessments affect children's overall ability to reach their full potential. However, children do adopt good health and hygiene practices. Meals and snacks are nutritious. Mealtimes are a positive experience for children and their independence is continually encouraged. Children enjoy playing outside. They learn about nature as they watch a frog that staff find suddenly in the garden. Children scream with excitement as they watch the frog jump about in a bucket. They describe what the frog feels like, as they hold it carefully in their hand. Staff at the nursery have well-established links with other professionals. They invite colleagues from the local children's centre to lead activities that help children to extend their physical development.

### **Outcomes for children require improvement**

Children's progress is hindered, because the activities provided do not always match what they need to learn next. However, achievement gaps are beginning to narrow where children are identified as working below the expected levels of development. Children in the nursery are confident, happy and ready to learn. They take part in circle time activities that encourage them to listen to others and share their views. Children behave well and learn to use, 'Kind hands' when playing. They are showing skills they will need for the wider social network of school.

## Setting details

<b>Unique reference number</b>	EY493850
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	1026527
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Happy Kids Childcare Limited
<b>Registered person unique reference number</b>	RP906420
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01226 779733

Happy Kids Athersley was registered in 2015. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 4 or above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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