

Happy Feet Day Nursery Limited

Clowes House, 319 Bury New Road, SALFORD, M7 2YN



Inspection date	8 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Some children who speak English as an additional language are not supported to make the progress they are capable of making. Their emotional and physical well-being are not promoted well enough to ensure every child is happy, settled and secure.
- Although all children have an allocated key person, current systems are not effective for all children. Some parents are not aware of their child's key-person and some key persons fail to ensure all their key children have their individual care and educational needs met to a good standard.
- Staff are well qualified. However, the quality of their teaching is not good enough. They are not consistent in the quality of their interactions with children. Staff often take on a supervisory role and fail to extend or challenge children in their learning.
- The provider and manager have introduced a new educational approach. However, staff have not had sufficient training to deliver this to a good standard, which means staff are unable to deliver high-quality learning experiences.

It has the following strengths

- Children are given opportunities to share their home experiences through taking a toy penguin home. Children share their stories through pictures and written accounts of what they have been up to.
- Children who have special educational needs or disability receive purposeful intervention from the nursery staff and outside agencies at the earliest opportunities.
- Some children display their confidence and happiness at being back at the setting after the summer break and engage in the activities staff provide.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that all children who speak English as an additional language are supported to make good progress in their learning and development and implement effective strategies to close identified gaps in learning 	10/10/2016
<ul style="list-style-type: none"> ■ ensure that all children's emotional and well-being needs are supported to a good standard, in order for them to be happy, settled and secure while at nursery 	10/10/2016
<ul style="list-style-type: none"> ■ implement a robust key-person system that supports the emotional well-being of all children and promotes positive and open communication between staff and parents, to meet children's individual needs 	10/10/2016
<ul style="list-style-type: none"> ■ raise the quality of staff's teaching, including their interactions with children across all age groups so that outcomes for children are significantly improved 	31/10/2016
<ul style="list-style-type: none"> ■ ensure all children receive high-quality play experiences that offer them challenge and support them to make the best possible progress 	10/10/2016
<ul style="list-style-type: none"> ■ provide staff with specific training to enable them to deliver the new educational approach proficiently. 	31/10/2016

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

- monitor children's assessments more rigorously to ensure every child is offered the same level of support in their learning.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed the quality of teaching in all age groups during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the provider and manager. She looked at evidence of the suitability and qualifications of staff working in the nursery and discussed the provider's self-evaluation.
- The inspector spoke to a selection of parents, staff and children during the inspection and took account of their views.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider and manager do not ensure that every child attending receives good quality care and learning. Children who speak English as an additional language are not equally supported. Some children and parents receive better quality support, which results in better outcomes for those children. However, some children do not receive the high level of support needed and partnerships with their parents are not as strong. There have been lots of changes within the nursery since registration. Parents comment on the many staff changes, such as staff leaving, their child's key person changing and staff moving age groups. This leads to uncertainty and does not support children's well-being and emotional needs effectively. Staff receive supervision meetings where they have opportunities to talk to the manager. The provider and manager complete a process of self-evaluation and effectively involve staff, parents and children. The arrangements for safeguarding are effective. The provider, manager and staff give high regards to ensuring that every child is safeguarded. Where needed, management source support, guidance and intervention to ensure every child's safety is assured. Staff know their responsibilities and are confident of the action to take to safeguard and protect children from harm.

Quality of teaching, learning and assessment is inadequate

The provider and manager have reviewed and adapted the educational ethos for the nursery. This has led them to begin to follow a different approach. However, this is very much in its infancy and not all staff are fully trained or equipped to deliver the approach effectively. The quality of staff's teaching is not consistently good across all age groups. Many of the staff take on a supervisory role and fail to extend and challenge children of all ages. Some children, particularly those who speak English as an additional language, receive no interactions from staff and this has a significant impact on their learning. As a result, they have made no progress in their learning. Having said that, some positive play experiences do take place. Babies delight in making patterns using red berries and beetroot. Toddler-aged children explore water, filling their watering cans and pouring it down the water trail. Pre-school children explore the shadows created by light.

Personal development, behaviour and welfare are inadequate

Some children who speak English as an additional language are not supported to have a positive personal and emotional experience while at nursery. Some children can spend long periods of time glancing at doorways waiting for their parents to return. Staff, particularly key persons, fail to notice and react to this. This has a significant impact on the well-being and personal and emotional development of some children. The provider, manager and staff have reorganised the learning environment to better suit their new educational approach. Staff-to-child ratios are maintained by the manager. This ensures children are supervised in line with requirements. Children's behaviour is sound.

Outcomes for children are inadequate

Not all children are supported to make good progress in their learning and development. Gaps in some children's learning are not closing, with some of them widening. Staff's

practice does not motivate all children to achieve as well as they could. However, some children do learn some skills for when they move on to school.

Setting details

Unique reference number	EY493177
Local authority	Salford
Inspection number	1023982
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 - 3
Total number of places	44
Number of children on roll	57
Name of registered person	Happy Feet Day Nursery Limited
Registered person unique reference number	RP904174
Date of previous inspection	Not applicable
Telephone number	0161 312 4821

Happy Feet Day Nursery Limited re-registered in 2015. The nursery opens from 7am until 6pm, Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. It employs eight members of childcare staff, including the provider and nursery manager. Of these, six hold appropriate early years qualifications at level 3. The nursery manager holds an early years qualification at level 4. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and children who speak English as an additional language. The nursery follows the early years foundation stage, using the Reggio Emilia approach.

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