

# Happy Feet Day Nursery Limited



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

<b>Inspection date</b>	23 February 2017
Previous inspection date	8 September 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
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:

- Staff are not all consistently confident and effective in managing children's challenging behaviour. Consequently, this interrupts other children's play and learning.
- Staff in the toddler room are often rigid in their approach to planned activities and miss opportunities to extend children's thinking skills and build on their interests further.
- Leaders have started a training programme for staff. However, the arrangements for evaluating the impact of this on staff's professional practice are not yet embedded.

### It has the following strengths

- Leaders have driven improvement by addressing the previous actions from the last inspection. They have provided training to increase staff's knowledge and understanding of accurately using observations and assessments to plan children's next steps in learning.
- Overall, children are happy and settled. There has been a strong focus on improving the key-person system. This helps children develop close bonds with key staff and promotes their emotional well-being.
- Leaders have effective partnerships with other professionals and specialists. They work together to support children with speech and language delay, sourcing and providing support to address gaps in their learning.

## What the setting needs to do to improve further

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

- |   | <b>Due Date</b> |
|---|-----------------|
| ■ improve staff's skills to consistently manage children's behaviour so that this does not disrupt the learning of other children                               | 24/03/2017      |
| ■ improve the balance of adult-led and child-initiated activities in the toddler room that challenge children's thinking and encourage their interests further. | 19/05/2017      |

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

- strengthen and evaluate the links between monitoring teaching, staff training and practice to ensure that the quality of teaching consistently improves and that this has a positive impact on outcomes for children.

## 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 spoke with staff and children during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

## Inspector

Farzana Iqbal

## Inspection findings

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

The manager and provider have made some improvements to the nursery and have an accurate view of what needs to be done next. Arrangements for safeguarding are effective. Leaders use robust recruitment procedures to ensure staff are suitable to work with children. Staff have a secure knowledge of child protection and the reporting procedures if they have concerns about a child's welfare. Leaders have a clear and accurate picture of the progress of all children, including groups of children. This means that any differences in attainment between groups of children, such as boys and girls, are identified and early intervention is swiftly sought. Staff have benefitted from some recent training, but the impact of this on the quality of teaching is not yet monitored or evaluated. For example, training in a particular programme for group activities is not yet being used consistently well to promote children's listening and attention skills.

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

There have been positive changes to the planning and observation systems. Staff know children well and use their observations to help plan for the next steps in their learning. Although the quality of teaching has improved since the last inspection, this is not yet consistently good. The strong focus on areas, such as observations and assessments of children, has resulted in less time spent in making sure that teaching is consistently good across the nursery. For example, staff in the toddler room are rigid in their approach to planned activities and miss opportunities to extend children's thinking skills. Overall, staff interact well with children. For example, they introduce new language and repeat words from favourite books. Children enjoy using twigs and natural materials on the art table to make sculptures and pictures.

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

Staff do not consistently use successful strategies to manage children's challenging behaviour when this occurs. This disrupts and impacts other children's play and learning. Generally, children are settled and happy in their time at the nursery. Staff encourage children's independence well. For example, they put their coats and shoes on to play outdoors. Children thoroughly enjoy being outdoors as they play parachute games and jump and splash in puddles. Children learn to develop self-care skills, such as during mealtimes and tidying up after playing. There is a range of positive strategies to share regular communication with parents. Parents comment they are very happy and impressed with the care their children receive.

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

Overall, children do not yet make good progress in their development. They do gain some skills that help prepare them for their future learning, such as school. However, the quality of teaching is not consistent to make the best use of learning opportunities. Younger children learn to count competently as they enjoy number songs. All children enjoy stories to support their early literacy skills. For example, they take part in book of the week activities.

## Setting details

<b>Unique reference number</b>	EY493177
<b>Local authority</b>	Salford
<b>Inspection number</b>	1073823
<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>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Happy Feet Day Nursery Limited
<b>Registered person unique reference number</b>	RP904174
<b>Date of previous inspection</b>	8 September 2016
<b>Telephone number</b>	0161 312 4821

Happy Feet Day Nursery Limited registered again in 2015. The nursery opens Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7am until 6pm. It employs 10 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 and/or disabilities and those 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

