

Happy From Home

7 Molineux Avenue, LIVERPOOL, L14 3LT



Inspection date

7 March 2017

Previous inspection date

27 August 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not always carry out the required progress check for children aged between two and three years.
- Some staff do not accurately track individual children's progress so that they can quickly identify any gaps in their learning and seek appropriate support if necessary. Furthermore, the manager does not have robust checking procedures in place to identify the quality and accuracy of children's assessments.
- Overall, staff help children to follow good hygiene procedures. However, they do not always give clear explanations about why it is important to implement such procedures in order to stay healthy.
- Some staff do not make the most of the opportunities that spontaneously occur during younger children's play.

It has the following strengths

- Children behave very well. Staff act as good role models, helping children to learn about manners, respecting each other and being kind. Good timing strategies are in place to help promote children's understanding of sharing resources and turn taking. This contributes to children playing harmoniously together and helps increase their social skills.
- Staff provide a friendly environment. They are kind and encouraging, helping children to grow in confidence and feel valued. Children are happy and motivated to learn.
- The manager and staff demonstrate a positive attitude and eagerness for improvement. The views of local quality workers, staff, parents and children are generally sought and used. Action plans are devised and areas in need of future developments are, overall, identified.

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"> ■ carry out a progress check for all children between the ages of two and three years and provide parents with a short written summary of their child's development in the prime areas, identifying the child's strengths and any areas where the child's progress is less than expected | 22/03/2017 |
| <ul style="list-style-type: none"> ■ ensure that assessments and the tracking of children's progress are accurate and monitored effectively, in order to help support the swift identification of gaps in their learning and where additional support may be required. | 22/03/2017 |

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

- build on children's understanding even further about why carrying out good hygiene practices is important to help increase their knowledge of how to keep themselves healthy
- make the most of all opportunities as they occur spontaneously during children's play to help support and extend their learning and development.

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 a joint observation 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 a number of parents during the inspection and took account of their views.
- The inspector had a tour of the nursery.

Inspector
Kellie Lever

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager and staff have a secure understanding of child protection issues and safeguarding procedures. They understand how to keep children safe. Staff attend supervision meetings. This helps the manager to support staff's continuous professional development and identify any training needs. Most staff are qualified and have a suitable knowledge of how children learn. Staff generally plan appropriate experiences for children in all areas of learning. However, monitoring systems in place to ensure that all staff track children's progress correctly or that the assessments are accurate and precise are not robust. Furthermore, some staff have not completed the required progress checks for all children aged between two and three years.

Quality of teaching, learning and assessment requires improvement

A suitable range of toys and equipment can be easily accessed by children and they independently select resources. Staff participate generally well in children's play. They engage with them, hold conversations and introduce new words. This helps to develop children's communication and language skills. Staff sufficiently encourage children to match objects and count different amounts, helping to adequately extend their knowledge of mathematics. They provide appropriate opportunities to enhance children's small-muscle skills. They handle jigsaws and musical instruments. Older children sit and concentrate and use paintbrushes to make marks. They have adequate control of the tools they use. However, on occasions, some staff do not suitably support or help extend younger children's learning when opportunities spontaneously occur.

Personal development, behaviour and welfare are good

Staff have good relationships with children and their parents. They get to know them well and show a good understanding of the importance of meeting children's emotional needs. Staff gather and exchange information from parents about children's home routines and achievements. Children learn good personal skills. For example, older children make choices about what they would like to eat and help serve their own meals. Younger children are learning to feed themselves effectively with support from staff. Children benefit from physical exercise and have regular access to the outdoor space. Children gain a good understanding of keeping themselves safe. For example, they walk safely upstairs and downstairs and sit correctly on chairs.

Outcomes for children require improvement

Ongoing assessments are carried out. However, inconsistencies in assessments mean that children's progress from their starting points cannot be accurately evaluated and some staff do not swiftly identify or close gaps in children's development. However, children are gaining some key skills that they need for future learning and for the move on to school.

Setting details

Unique reference number	EY459834
Local authority	Liverpool
Inspection number	1066740
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	32
Number of children on roll	39
Name of registered person	Shap Ltd
Registered person unique reference number	RP532403
Date of previous inspection	27 August 2013
Telephone number	01512209490

Happy From Home was registered in 2013. The nursery employs nine members of childcare staff. Of these, six hold an appropriate early years qualification at level 3. The nursery opens Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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