

<b>Inspection date</b>	16 March 2017
Previous inspection date	31 October 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 leadership and management team has worked hard to successfully address weaknesses identified at the last inspection. The team has actively sought and acted upon advice and guidance from a range of sources. This has helped to raise the overall quality of provision.
- Self-reflection is now part of daily practice. Staff reflect on what is working well and what needs improvement. Recently, staff have identified that they want to improve children's involvement and engagement in reading.
- Relationships are effective at all levels. Staff have the trust and support of parents, who are pleased with the quality of care and the progress that children are making. Children show that they feel safe and secure and their emotional well-being is prioritised.
- The provider ensures that staff have access to regular training to keep their knowledge, understanding and skills up to date.
- The environment is well organised and regularly reviewed by staff. They use the space well to provide children with a warm, welcoming environment with daily opportunities for fresh air and exercise.

### It is not yet outstanding because:

- Sometimes, leaders and managers see improvements that staff can make but do not act on these quickly enough to further improve teaching and outcomes for children.
- Improved systems for gathering even more information about children's development when they start in the setting, are in their infancy. This means that staff do not always have enough information about children's starting points.
- Sometimes, staff's teaching during focused activities does not maximise the rich learning opportunities that they are providing for children.

## What the setting needs to do to improve further

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

- share good practice more effectively as part of everyday teaching and learning opportunities and enhance the overall quality of teaching to an even higher level
- embed systems recently developed and gather even more information about children's learning and development when they start in the setting
- help staff make the very best use of all potential learning opportunities during focused activities, to help children to make the very best progress.

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

### Inspector

Jill Roberts

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are fully trained in local child protection procedures which are fully embedded in policy and practice. Staff can recognise potential signs and symptoms of abuse and know what action to take if they are concerned about a child's welfare. All staff currently hold a full and relevant qualification in paediatric first aid. This helps them to act swiftly and appropriately in the event of a medical emergency. Staff provide support for children in areas that have been identified through close monitoring of their well-being, progress and development. For example, staff teach children key skills about how to keep themselves safe while on walks and outings. These are some of the ways in which children's safety and well-being are effectively promoted. The management team provides planned support and additional training for staff, most recently when new systems for observation, assessment and planning have been introduced. This helps to develop further staff confidence, motivation and skills.

### Quality of teaching, learning and assessment is good

Staff support children's learning and development in a variety of ways. They model language and extend children's vocabulary as they support their play and learning. Staff support children's positive attitudes towards others and develop awareness of different ideas and ways of doing things. Staff observe children's play and learning. They interpret what their observations are telling them and plan activities and an environment accordingly. Staff share this information with colleagues, parents and other professionals, so that everyone can fully support children's good progress. For example, parents read all about children's developing mathematical skills. They then continue and extend children's skills in counting and recognising larger numbers.

### Personal development, behaviour and welfare are good

Staff are deployed well to ensure that children can make their own choices. They provide challenges for children, particularly to develop their physical skills in the outdoor area. Resources are appropriate to children's ages and stages of development. Children enjoy healthy meals and snacks and have access to drinks throughout the day. Staff follow advice and guidance from other professionals, including environmental health officers. This helps them to maintain their very high standards in food safety and hygiene practices. Staff provide effective reassurance as children separate from their parents. Children are well supported by their key person and other staff who know them really well.

### Outcomes for children are good

Children are happy, confident and motivated to learn. They are developing key skills in readiness for the next stage in their learning. For example, children count in order and work out how many steps they need to take during outdoor games. They enjoy focused tasks and know whose turn is next. Young children enjoy recreating roles and experiences alongside others. Children's development is carefully monitored to ensure any gaps in learning are identified. This helps all children to make the expected progress in all areas of learning.

## Setting details

<b>Unique reference number</b>	509957
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1078003
<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 - 11
<b>Total number of places</b>	72
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Happy Kidz Limited
<b>Registered person unique reference number</b>	RP902068
<b>Date of previous inspection</b>	31 October 2016
<b>Telephone number</b>	01482 788848

Happy Kidz was registered in 1996. The nursery employs 12 members of childcare staff who all hold appropriate early years qualifications, including the nursery owner who has early years professional status. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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