

Happy Faces Day Care Nursery Ltd



Packwood Haugh School, Ruyton XI Towns, SHREWSBURY, SY4 1HX

Inspection date	8 August 2017
Previous inspection date	12 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 provider has a good relationship with staff at the host school. She arranges additional activities for children at the school, such as swimming and physical exercise sessions to help enhance their physical skills.
- Teaching helps to prepare children for the next stage in their learning, including school. There is a varied curriculum that builds on children's interests and reflects their learning styles. Activities provided help children to make good progress.
- Children enjoy coming to the nursery. They engage well in learning. Staff are very nurturing and care for young children with sensitivity as they are highly responsive to their individual needs. Children have strong relationships with staff.
- Staff work hard to help prepare children for their move on to school. Children benefit from weekly visits to the adjacent Reception class. They also eat lunch in the school canteen.

It is not yet outstanding because:

- Staff's food hygiene training has recently lapsed. Therefore, staff preparing and handling food do not have up-to-date training.
- Leaders monitoring and evaluation of teaching and learning is not yet fully effective, to help tackle minor variations in practice and groups of children's progress.
- Whilst staff have good relationships with parents, they do not encourage them to share information about children's capabilities before they start.

What the setting needs to do to improve further

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

	Due Date
■ ensure all staff involved in the preparation and handling of food have food hygiene training.	09/09/2017

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

- strengthen the monitoring of teaching and learning to tackle minor variations in practice and compare the progress of different groups of children
- encourage parents to share information about children's capabilities when they first start and use this information to plan even more effectively from the outset.

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. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The management team works hard to maintain good standards of care and teaching. They involve others, including parents, in developing the nursery. For example, staff and parents have worked together to enhance the garden with a mud kitchen and growing areas. This helps to further promote children's imagination and understanding of how things grow. Safeguarding is effective. Despite staff not having up-to-date food hygiene training, they adhere to good hygiene practices when preparing and handling food. The provider has arranged for staff to complete food hygiene training at the soonest opportunity. All staff, including the managers, have an in-depth knowledge of child protection procedures. The provider vets staff to help ensure their suitability.

Quality of teaching, learning and assessment is good

Staff are well qualified. They make good use of their skills to support children who have special educational needs and/or disabilities. For example, the special educational needs and/or disabilities coordinator completes one-to-one activities with children to help enhance their communication and language development. Staff rigorously assess children's progress between the ages of two and three years. Where needed, they liaise with the local health visitor to promote a joined-up approach to supporting children's learning. Staff's interaction is strong. For example, they help children to predict if items will roll down a ramp and identify that some items are round and that is why they roll.

Personal development, behaviour and welfare are good

Staff effectively promote children's personal, social and emotional development. This helps children to play cooperatively, take turns and work with others to make decisions. The nursery forest school leader helps to promote children's appropriate risk taking through forest school sessions. She teaches them how to follow safety rules around the fire pit. Since the last inspection, staff have improved children's access to the garden. This enables those children who prefer to learn outdoors to do so throughout much of the day. Staff invite visitors to the nursery, such as dentists, to teach children about being healthy, including the impact of sugar on their teeth.

Outcomes for children are good

All children make good progress. They are imaginative and creative as they make up stories about robots and paint illustrations for their book. Children are developing their mathematical skills and use tape measures to measure how tall their sunflowers have grown. Boys are developing their early writing skills through creative ways, such as pretending to do the register by writing down their name when they arrive each day. Children thoroughly enjoy story time. They talk about the pictures in the book and make comparisons between the grey elephants and a multi-coloured elephant.

Setting details

Unique reference number	EY466203
Local authority	Shropshire
Inspection number	1102595
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	35
Number of children on roll	27
Name of registered person	Happy Faces Day Care Nursery Ltd
Registered person unique reference number	RP902434
Date of previous inspection	12 March 2014
Telephone number	01939 261615

Happy Faces Day Care Nursery Ltd registered in 2013. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery receives funding to provide free early education for two, three- and four-year-old children.

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