

Happy Kids Delamere Park

Delamere Street, Manchester, M11 1JY



Inspection date

7 November 2017

Previous inspection date

3 April 2014

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		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

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

- There has been a change in the manager of the setting and the provider failed to notify Ofsted within the timescale legally required.
- The newly appointed manager has started to monitor the quality of staff practice. However, the staff team are all relatively new and she has not yet fully embedded systems to help to successfully raise the good-quality teaching even further.
- The manager has not yet considered the impact of the daily routines that occasionally interrupt children's play.

It has the following strengths

- Partnerships with parents are a key strength. Parents are very well informed about children's achievements and progress. The nursery has developed ways to help parents extend children's learning at home. For example, they offer a wealth of material about child development and share interesting activity ideas. This shared approach contributes to the good progress that children make.
- Staff are warm and welcoming to children and their families. They implement a key-person system that is effective. Children settle quickly; they are confident and have formed good attachments with staff. Children arrive happy and excited and they are motivated to learn and behaviour is excellent.
- Children are provided with a range of exciting activities. Staff offer good levels of interaction during play and they use a range of effective teaching strategies. For example, they model different ways to do things while playing alongside children.

What the setting needs to do to improve further

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

- continue to embed systems to monitor the quality of teaching to help to raise the quality even further
- reduce the number of times children's play is interrupted to allow them sustained time to continue learning.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors. She assessed the impact this has on children's learning.
- The inspector observed a planned activity with the manager and they jointly evaluated the teaching.
- The inspector held a meeting with the provider and the manager. She viewed a range of documents, including policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector held discussions with staff at appropriate times during the inspection.
- The inspector spoke to a number of parents and she took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider did not inform Ofsted of a change of manager. On this occasion, Ofsted are not taking any further action. This has minimal impact on children's safety and welfare as the provider ensured that the manager's suitability has been fully checked. Safeguarding is effective. Staff access regular safeguarding training and this has a positive impact. They are alert to the potential signs of abuse and are confident in local reporting procedures. Risk assessments are completed and the environment is safe and secure. The new manager has started to monitor the quality of teaching through observations and supervision sessions. However, these are not yet fully embedded to help to raise the quality even further. The manager has not yet fully considered how the daily routines occasionally interrupt children who are deeply engrossed in play. There has been a breach in the legal requirements, but overall the provider and the manager evaluate the provision well.

Quality of teaching, learning and assessment is good

The provider and the manager monitor children's progress closely. They use effective systems to look at children's progress and identify where groups of children may be at risk of falling behind. As a result of recent findings, the manager has accessed training and has started to implement a programme that focuses on developing children's communication and language even further. She models to staff the good practice ideas she has learnt. Staff engage children in story sessions. Children demonstrate good listening and attention as they start to join in with familiar parts of the story. Staff provide children with dough. Children concentrate intently as they knead, roll and cut the dough. Staff use a range of good questioning techniques. Children use their imagination to describe their models and talk about their home experiences. This helps to develop their physical skills, as well as promoting their communication and language.

Personal development, behaviour and welfare are good

Staff are responsive to children's needs and treat each child with equal concern. They regularly change children's nappies and provide drinks and healthy snacks throughout the day. Children enjoy daily outdoor play. They throw balls to staff, ride on bicycles and use large chalks to make marks. This helps to support their physical development and well-being. Children engage in positive hygiene routines. For example, they are eager to wash their hands before eating.

Outcomes for children are good

All children make good progress and are developing the skills they need for their next stage in learning. Children who speak English as an additional language learn new words rapidly. Children are motivated to learn and eager to try new experiences. For example, they are confident to explore sensory play with foam for the first time. Children can count up to five and point to people and objects while counting, showing an understanding of numbers. They are already developing some of the key skills they will need for school.

Setting details

Unique reference number	EY470174
Local authority	Manchester
Inspection number	1102830
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	2 - 5
Total number of places	20
Number of children on roll	17
Name of registered person	Happy Kids Childcare Limited
Registered person unique reference number	RP906420
Date of previous inspection	3 April 2014
Telephone number	0161 3719309

Happy Kids Delamere Park registered in 2013. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. The nursery employs three members of childcare staff, of whom two hold a qualification at level 3 and one holds a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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