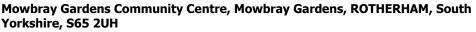
Happy Kids East Dene





| Inspection date Previous inspection date | 25 Janua 11 April 2 | | |
|--------------------------------------------------------|------------------------|------|---|
| 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

- Children are happy and have strong relationships with their key person. They are excited to see them on their arrival and settle quickly. They form close bonds with staff and their friends, which helps support their good self-esteem and their well-being.
- Staff work well with parents and keep them fully informed about their children's learning and development. They help parents support children's learning at home.
- Children behave well and develop good social skills. They enjoy playing with their friends and staff. Staff are positive role models and provide children with good examples of how to interact with others, such as taking turns and sharing.
- Management and staff check children's development and achievements regularly, which helps them to quickly identify and address gaps in children's learning. All children including those who have special educational needs and/or disabilities and children who speak English as an additional language, make good progress in their learning.
- The management team is committed to improving the quality of the nursery. They value the views of staff, parents and children to help make changes to benefit all children.

It is not yet outstanding because:

- Children do not consistently get the opportunity to complete self-chosen activities to their own satisfaction, as staff interrupt their play to join in with group times.
- Staff do not make the most of opportunities to help children build on their understanding of good eating habits.

What the setting needs to do to improve further

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

- manage changes to routines more effectively to help minimise interruptions to children's learning and, to help them complete their tasks to their own satisfaction
- make better use of opportunities that arise to help children to build on their understanding of good eating habits as part of a healthy lifestyle.

Inspection activities

- The inspector held discussions with the director, area manager and manager. She spoke with children and staff at appropriate times throughout the inspection.
- The inspector observed children's interactions indoors and outdoors and discussed children's development with their key person. She observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint evaluation of an activity with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to monitoring children's progress.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a secure understanding of their responsibilities to safeguard children. They clearly understand what to do and who to contact if they have a concern about a child's welfare. Management follows effective procedures to recruit new staff. It continually ensures staff are, and continue to be, suitable to care and work with children. They monitor the quality of teaching carefully and support staff well in their professional development. They provide effective training for staff. For example, staff have recently attended training, to help improve how they teach mathematical skills. Staff work closely with other early years settings and agencies, to help provide continuity in learning and care for all children.

Quality of teaching, learning and assessment is good

Staff are well qualified and understand that children learn through play. They use their knowledge of individual children well to make sure activities interest and challenge them. For example, older children who are interested in building, create towers and bridges. Staff use this opportunity well and involve children in counting and using mathematical language, such as 'tall' and 'taller'. They extend the activity and encourage the children to throw a soft ball over the bridge. The children thoroughly enjoy this and laugh when the bridge falls down, which encourages them to build it again in a different way. Younger children explore the shaving foam and ice and use their imaginations as they hunt for penguins. Staff provide good commentary for their actions, which helps children make connections and develops their communication and language skills effectively.

Personal development, behaviour and welfare are good

Staff provide an environment that is stimulating and welcoming. Children are confident and demonstrate that they are comfortable in their surroundings. Staff use outdoor spaces well, making sure that children of all ages who prefer to learn outside have as good a variety of resources to support their learning. Older children develop good levels of personal skills. Management and staff place a high priority on keeping children safe. They carry out daily checks to maintain a safe environment for children. Staff provide many opportunities for children to learn about cultures that are different to their own.

Outcomes for children are good

Children develop the skills they require for their future learning, including those to help prepare them for school. Older children concentrate and listen attentively to stories and follow instructions well. They are beginning to learn to write their name and recognise some numbers in their play. Children are curious, creative and imaginative and have a positive attitude to their learning. All children develop good physical skills. They climb and balance and use tools effectively.

Setting details

| Unique reference number | EY470193 |
|-------------------------------------------|--------------------------------------------------------------------------------------|
| Local authority | Rotherham |
| Inspection number | 1102833 |
| 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 - 4 |
| Total number of places | 40 |
| Number of children on roll | 40 |
| Name of registered person | Happy Kids Childcare Limited |
| Registered person unique reference number | RP906420 |
| Date of previous inspection | 11 April 2014 |
| Telephone number | 01709 838954 |

Happy Kids East Dene registered in 2013. The nursery opens Monday to Friday from 9am until 3pm, term time only. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

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