

Happy Faces @ Cranmer

Happy Faces, Cranmer Primary School, Cranmer Road, Mitcham, Surrey, CR4 4LD



Inspection date

Previous inspection date

7 February 2018

9 July 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

- Staff get to know children well and visit them at home before they start at the setting, to get to know their individual personalities. They establish secure and trusting relationships. Children have a good sense of belonging and positive self-esteem.
- The manager and staff keep parents fully involved and informed in their children's learning. For example, they share regular information, such as healthy eating ideas.
- All staff establish positive relationships with other early years professionals. For instance, they share children's achievements with other settings they also attend. They help provide children with a good consistent approach to their shared care and learning.
- Children gain respect for other people's similarities and differences in the wider world. For example, they enjoyed learning the traditional Hindi dance of Bollywood.
- Staff support children to develop good speaking skills. For instance, they consistently ask thought-provoking questions and give children enough time to think and respond.
- Children have good opportunities to develop skills to support their future learning. For example, they are confident to choose their own play with independence.

It is not yet outstanding because:

- The manager and staff do not make the most out of systems to monitor the progress of different and specific groups of children, to support planning even more effectively.
- Staff miss some opportunities to encourage children to develop and express their creative skills even further.

What the setting needs to do to improve further

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

- review and improve the systems in place to monitor the progress of specific and differing groups of children, to support planning and enhance their learning opportunities even more effectively
- extend children's opportunities to develop their creative skills and express their own ideas more freely.

Inspection activities

- The inspector observed the interactions of staff with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The highly qualified manager and staff effectively evaluate their practice. For instance, they review the effectiveness of the daily plans and discuss how well they felt they motivated children to learn. The manager closely monitors the quality of care and teaching that staff provide children. For example, she observes staff interacting with children and provides them with helpful advice to support their future performance. The manager and staff are keen to keep their knowledge up to date and build on their skills further. For example, they regularly attend training and find this beneficial. They learned about the different ways to help children develop their confidence and communication during story times, such as introducing the use of visual prompts to bring stories alive. Safeguarding is effective. All staff, including the manager, have a good understanding of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. This includes knowing whom to contact to follow up any concerns they may have. Children learn how to keep themselves and others safe. For instance, they remind each other of the rules, such as not putting the sharp knives used to prepare snacks in their mouths.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor children's individual progress. This enables them to quickly highlight any gaps in their development. Staff provide children with good support to close gaps and help them make good individual progress. Staff skilfully help children to prepare for their eventual move to school. For example, children regularly use the facilities of the school, such as the playground, which helps them understand what to expect. Staff extend on children's interests well. For instance, children who enjoy a book about a man made of ginger go on to bake gingerbread characters.

Personal development, behaviour and welfare are good

Staff are positive role models. Children behave well and are polite. They maturely share, take turns and play happily together. Children develop good understanding of the importance of healthy eating. For example, they independently help prepare a wide range of healthy foods for snacks, such as kiwi. All children develop good physical skills. They learn to move in interesting ways, as they make and negotiate obstacle courses, such as manoeuvring around cones on stilts.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their individual starting points. Children gain early mathematical skills. Older children complete simple addition and subtraction sums, and younger children enjoy number songs. Children develop good early reading skills. For example, older children recognise simple words and younger children enjoy a wide range of books.

Setting details

Unique reference number	EY444248
Local authority	Merton
Inspection number	1071505
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	44
Number of children on roll	52
Name of registered person	Karen Jane Reddy
Registered person unique reference number	RP512688
Date of previous inspection	9 July 2014
Telephone number	020 8648 2621

Happy Faces @ Cranmer registered in 2012. It is located in the grounds of Cranmer Primary School in Mitcham, in the London Borough of Merton. The setting is open Monday to Friday from 7.45am until 5.45pm, during term time only. The provider receives funding to provide free early education for children aged two and three years. The setting employs nine members of staff, all of whom hold a relevant early years qualification at level 3 or above. One member of staff holds a relevant early years qualification at level 4, two members of staff hold relevant early years qualifications at level 5 and one member of staff has a relevant early years degree.

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