

Happy Minds Kids Academy

The Neighbourhood Office, 15a Brunshaw Avenue, Burnley, BB10 4LT



Inspection date	8 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Children's safety and welfare are compromised. The manager and staff do not carry out effective risk assessments to ensure that children are kept safe from harm. This relates to trailing wires in the baby room and access to the store rooms in corridors that are used by children.
- Children's health is not consistently promoted well. They are at risk of cross-contamination as staff do not implement rigorous health and hygiene practices.
- The manager does not use highly effective systems for self-evaluation to promptly identify key weaknesses, obtain parents' views or drive forward improvements.

It has the following strengths

- Children arrive with energy and enthusiasm. They are confident, self-assured and motivated to play and explore. They settle in quickly and have a strong sense of belonging.
- Staff provide a creative and varied learning environment that promotes interest and challenge. They know children well and effectively promote what each child needs to learn next. All children make good progress from their starting points.
- Staff provide parents with ideas for activities to continue children's learning at home. Parents say that their children thoroughly enjoy coming to nursery.

What the setting needs to do to improve further

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

	Due Date
■ promote children's good health and prevent the spread of infection so that children's physical well-being is promoted effectively at all times	08/03/2018
■ ensure that risk assessments and all reasonable steps to remove, minimise and manage risks are taken to keep children safe, with particular regard to trailing wires in the baby room and access to store rooms in the corridors.	08/03/2018

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

- develop the process of self-evaluation more effectively to accurately identify key weaknesses, include parents' views and drive forward ongoing improvements.

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

Inspector

Cath Palser

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. There are significant weaknesses regarding the safety of the premises and hygiene practices. Nevertheless, staff follow rigorous risk assessments to ensure the safety and supervision of children on outings. They have a robust understanding of child protection issues and know what to do if they are worried about a child. The manager ensures that adults do not have access to their personal mobile phones on the premises to help promote children's safety. She has developed a comprehensive programme of training, supervision and monitoring which helps promote improvements in staff practice. Most staff are well qualified and have attended relevant paediatric first-aid training. Other training has helped staff to understand how to plan activities to promote what each child needs to learn next. On the whole, staff establish strong partnership working with parents and other professionals. This promotes a consistent approach to meet children's needs and support their learning. Self-evaluation is not used effectively to drive improvements.

Quality of teaching, learning and assessment is good

Staff use a variety of methods to effectively promote children's language. For example, they use pictorial props to introduce and repeat new words to the babies. They use descriptive language and engage older children in purposeful conversation. Staff give children plenty of time to think and respond. Children talk about their surroundings and the letters they posted earlier in the letter box they spot on their walk. Staff promote children's early literacy and mathematics skills well. Children concentrate as they explore and experiment using different objects to make patterns and form letters in the sand. Staff use observations and accurate assessments of children's progress. They use this information to accurately plan to ensure each child makes good progress.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management have a negative influence on children's safety and welfare. Nevertheless, children's behaviour is good. Staff are good role models and give clear instructions and gentle reminders of expectations. Children develop a growing understanding of what is expected of them. They play cooperatively with their peers and make friends easily. Children develop strong attachments with the staff. They are keen for staff to join them in their play. Staff provide daily outdoor play experiences, such as regular trips to local parks. They effectively support children's independence and self-care skills. Children develop the skills and attitudes they need to be ready for school.

Outcomes for children are good

Children enjoy making choices throughout the day. They listen attentively to others and follow instructions well. Children are confident communicators and are eager to share their views and opinions. They are motivated, active and independent individuals who have an eager disposition towards learning. Children acquire the skills they need for future learning and are well prepared for their move on to school.

Setting details

Unique reference number	EY552181
Local authority	Lancashire
Inspection number	1124661
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	0 - 11
Total number of places	42
Number of children on roll	22
Name of registered person	Happy Minds Kids Academy Limited
Registered person unique reference number	RP552180
Date of previous inspection	Not applicable
Telephone number	01282 219435

Happy Minds Kids Academy registered in 2017. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications to at least level 2, including six who hold level 3 and one who holds level 5. The nursery opens from Monday to Friday all year round. Sessions are from 6am until 7pm. 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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