

<b>Inspection date</b>	14 February 2018
Previous inspection date	18 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Supervision and coaching of staff are not yet highly focused to ensure the quality of teaching is consistently good throughout the nursery.
- Staff in the pre-school areas of the nursery do not consistently make the best use of learning opportunities. They do not always extend and enhance children's development, in particular for children who require extra support.
- Some staff do not make good use of information from their observations of children. As a result, the assessment of children's development and planning for their learning is not challenging or precise enough to help them make consistently good progress.

### It has the following strengths

- The manager, who is supported well by the owner, has a strong commitment to making improvements and is a positive role model for the staff team.
- Staff teaching and interaction with babies are good. They effectively encourage and support babies in their play. Babies respond well and build towers. They show good levels of concentration, interest and enjoyment in the activity.
- Partnerships with parents are strong. The nursery staff work hard to engage parents in their child's learning. They use a variety of good methods to exchange and share information with parents on a regular basis.
- Children's behaviour is good. They are happy and settled.
- Staff provide a well-resourced environment for children to independently explore and select toys of their choice.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure that supervision provides appropriate support, coaching and training for staff to improve their personal effectiveness and help them provide good-quality learning experiences for all children	30/03/2018
■ develop the quality of teaching in the pre-school areas so that staff fully engage all children in activities and make the best use of opportunities to extend their learning	30/03/2018
■ ensure ongoing observation and assessment are accurate and consistently used to inform the planning of challenging activities that sharply focus on children's precise learning needs.	30/03/2018

### 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 completed a joint observation with the manager.
- The inspector held meetings with the owner and the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager and owner do not reflect in enough depth on practice. The manager does not evaluate the impact of staff training or monitor how the quality of teaching and assessment affects children's progress. Children are not offered consistently high-quality learning experiences. That said, the owner and manager actively seek the views of parents to improve outcomes for children and their families. They have introduced a nursery newsletter to keep parents updated about nursery events and general information. Safeguarding is effective. Staff supervise children well to make sure they are safe. Risk assessments are completed to make sure the premises are secure and safe for children. Staff complete regular child protection training to keep their knowledge updated with current guidance and procedures to protect children.

### Quality of teaching, learning and assessment requires improvement

Although the staff are well qualified, they do not consistently use what they learn from their observations and assessments. Not all staff plan precisely for children's individual next steps. This does not ensure children make enough progress and are consistently engaged and challenged in their learning. The interaction between staff and children is generally weaker in the pre-school room. For example, children who require extra support are not always encouraged to interact with others or persevere with more challenging activities. As a consequence of this, they are often left to explore by themselves. That said, staff do help to develop children's mathematical skills well. They count out the scoops of sand and water and use words, such as, 'empty' and 'full'. Staff interaction is purposeful to support babies' good progress. For example, babies' communication and language development is supported well. Staff repeat words clearly and use soft tones and warm facial expressions to engage with them during their play.

### Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management and some staff's teaching and assessment mean that not all children are always best supported to make enough progress. However, there are warm attachments in place between the children and staff. Children's health is promoted well. They enjoy healthy snacks and meals and spend time outside in the fresh air. Children develop their physical skills well. Babies are given plenty of space to move around in safely. Older children use tricycles and manage low level steps confidently. Mealtimes help children form friendships with one another to support their social skills.

### Outcomes for children require improvement

Assessment and teaching are not sufficiently well focused to help every child to reach their full potential. That said, children are learning some basic skills ready for their eventual move on to school. Older children develop their independence skills well. They enjoy serving themselves and clear away their finished plates of food. Babies confidently select toys and activities of their choice while exploring their environment.

## Setting details

<b>Unique reference number</b>	EY470183
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	1102832
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Happy Kids Childcare Limited
<b>Registered person unique reference number</b>	RP906420
<b>Date of previous inspection</b>	18 March 2014
<b>Telephone number</b>	01709 368959

Happy Kids Clifton registered in 2013. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 4 and nine at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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