

# Happygems Daycare Limited

Happygems Daycare Ltd, 19 Belmont Road, Erith, Kent, DA8 1JY



## Inspection date

20 February 2018

## Previous inspection date

18 June 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		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:

- The manager has not ensured that training for staff has given them a secure understanding of the 'Prevent' duty guidance to fully ensure children's welfare. For example, if they have concerns about extreme views or behaviour.
- Leaders and managers do not always deploy staff effectively enough during some group activities, which, on occasion, has the potential to compromise children's safety.
- Staff do not make the most of all opportunities to develop children's independence skills even further.
- Staff do not consistently encourage parents to share children's achievements from home, to strengthen continuity in their care and learning between settings.

### It has the following strengths

- Staff effectively help children to develop their speaking and listening skills. For example, they positively reinforce the correct pronunciation of words.
- All children express themselves well through creative activities. For instance, babies explore paint with their hands and older children make three-dimensional models.
- Children gain mathematical skills as they play. For example, babies enjoy number songs and older children confidently count to 20.
- The manager ensures that staff are suitable to fulfil their role in working with children. For instance, there is a robust recruitment process.

## 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
■ ensure all staff improve their knowledge and understanding of the 'Prevent' duty guidance, to fully understand their roles and responsibilities to safeguard children	23/03/2018
■ deploy staff more effectively, particularly in group activities, to ensure that children's safety is maintained and their needs are met at all times.	23/03/2018

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

- extend opportunities to develop children's independence more consistently, to help them gain skills to support their future learning
- build on the partnerships with parents even further, to celebrate children's achievements and share ideas, to provide a more consistent approach to children's care and learning experiences.

### Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- The inspector viewed the indoor and outdoor environments and observed staff interactions with children.
- The inspector looked at written documentation, including a sample of policies and procedures and staff training records.
- The inspector spoke to children, parents and staff and considered their views.
- The inspector carried out a joint observation of an activity with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager and staff evaluate their practice, as they use daily discussions to reflect on the day's events and highlight some areas of practice that need developing. They use the findings to support their action plans. The manager monitors the care and teaching practices. For instance, she observes staff regularly and provides them with feedback. Safeguarding is effective. However, the manager has not ensured that training gives staff a confident understanding of the 'Prevent' duty guidance. Leaders do not consistently deploy staff well enough, to ensure that they meet children's individual needs and minimise potential risk during group activities. For example, some children move around the setting when eating. The setting is safe and secure. Staff carry out thorough risk assessments and closely monitor any accidents to help keep children safe, such as informing parents of any injuries children sustain at the setting.

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

The manager and staff monitor and track the progress of individual and groups of children, in relation to their established starting points. This enables staff to promptly highlight any gaps in children's development and provide them with support, to help them catch up. Staff do not consistently encourage parents to share children's achievements from home to support the activity plans even further. Staff support children to prepare for their move to school, such as encouraging them to count as they play.

### **Personal development, behaviour and welfare require improvement**

Staff establish positive partnerships with children. This helps children to settle quickly and happily into their play. Children have a good sense of belonging. They are polite and behave well. They learn the importance of healthy eating, such as talking about the benefits of different food groups. All children, including babies, have good opportunities to develop their physical skills. They negotiate obstacles and enjoy active play, such as football. Children learn about people's similarities and differences from around the world. For example, they dress in cultural gowns traditional to Africa.

### **Outcomes for children require improvement**

Children make progress in their learning in relation to their starting points, including those who speak English as an additional language. However, staff do not ensure that children's learning is consistently effective during all parts of the routine. Children do not have regular opportunities to develop their independence further. For example, staff are eager to complete tasks that children can do themselves. However, children do develop some useful skills. For instance, younger children enjoy books and older children recognise simple words with confidence.

## Setting details

<b>Unique reference number</b>	EY457504
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1125215
<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
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Happygems Day Care Limited
<b>Registered person unique reference number</b>	RP907672
<b>Date of previous inspection</b>	18 June 2014
<b>Telephone number</b>	01322635268

Happygems Daycare Limited registered in 2012. It is located in Erith, Kent. The nursery is open Monday to Friday from 7am until 6.30pm, all year round. The nursery receives funding to provide free early education for children aged two and three years. The nursery employs 16 members of staff, 12 of whom hold relevant early years qualifications at level 2 or above, including one member of staff who holds a relevant early years qualification at level 5 and three members of staff who hold a relevant early years degree.

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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