

Happy Minds Kids Academy

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



Inspection date	21 June 2018
Previous inspection date	8 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since the last inspection, the manager and the whole staff team have shown a strong commitment to improving the quality of provision offered at the setting and meeting all of the actions raised. This has resulted in improved outcomes for children.
- Children share positive relationships with the staff who meet the care needs of children well. This helps children to feel happy and settled at the setting.
- The quality of teaching is good. Staff provide consistent messages to children about, for example turn-taking and using good manners. This results in children who are well behaved.
- Staff plan for children's learning well, taking into account children's interests. Such good practice motivates children to learn.
- Partnerships between parents and the setting are good. Parents comment positively about the good progress their children are making and about how they are well supported to help children to learn at home.

It is not yet outstanding because:

- Children's good health is promoted as they freely access fresh drinking water within the setting. However, when children play outdoors fresh drinking water is not always available.
- Partnerships with the local primary schools are good and shared information helps with a smooth transition into school. However, partnerships with other provider's are not strong enough to support the learning and development of children who attend other settings.

What the setting needs to do to improve further

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

- Provide fresh drinking water to children when they play outdoors, to promote children's good health.
- Continue to develop links with other local settings which children attend, to further support children's learning and development.

Inspection activities

- We monitored the welfare requirements notice as part of this inspection.
- The inspector completed joint observations with the manager.
- The inspector spoke to children, staff and the manager at appropriate times during the day.
- The inspector spoke to parents and took account of their views.
- The inspector viewed a sample of policies, procedures and documents relating to the management of the setting.
- The inspector observed children engaged in a variety of activities both indoors and outside.

Inspector

Ann, Theresa Flynn

Inspection findings

Effectiveness of the leadership and management is good

The manager demonstrates a strong and ambitious commitment to improving the quality of the provision. Self-evaluation accurately highlights the areas for improvement. Safeguarding is effective. Staff have a good understanding of safeguarding procedures. They can identify signs of possible abuse and neglect and know how to respond appropriately to any safeguarding concerns. This ensures children are kept safe from harm. Risk assessments are effective. Managers have reviewed the effectiveness of their risk assessments to ensure the safety of children. Good monitoring of children's progress helps staff to quickly identify any underachievement and gaps in children's learning and development. Regular supervision of staff helps to identify their learning needs, which helps to improve their already good practice.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff interact with children in a purposeful way, effectively supporting their learning and development through consistent teaching. Children are learning to behave well through staff reminding children about good manners and of how to take turns, for example in the 'shopping list' game. Planning takes account of children's individual needs and interests. Children recently learnt about the life cycle of caterpillars which ignited their passion for learning. Children's early literacy skills are developing well through self-registration when they arrive at the setting and through stories linked to current topics, such as 'The Very Hungry Caterpillar.' Partnership with schools are good. The sharing of information about children's learning helps with effective transition into school. However, partnerships with other local settings are not as strong in supporting children's learning and development.

Personal development, behaviour and welfare are good

Children's emotional well-being is effectively supported. Staff develop caring relationships with the children who spontaneously approach staff throughout the day. Children are happy, confident and an effective key person system helps children to feel safe and secure. Children are learning about how to be healthy as they are encouraged to wash their hands prior to eating lunch. Fresh drinking water is freely available within the nursery. However drinking water is not always accessible when children are playing outdoors. Parents speak highly of the nursery. They comment positively about how well their children are progressing in their development and how they are well prepared to start school.

Outcomes for children are good

Children are making good progress in all areas of learning. They are developing a secure understanding of how to be a successful learner as they chose activities and resources which interest them. They display good levels of self-confidence as they enter into regular conversation with the inspector. Children are learning to be independent, for example, as they learn to dress themselves. This results in children acquiring the key skills for moving onto school.

Setting details

Unique reference number	EY552181
Local authority	Lancashire
Inspection number	1139331
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	41
Number of children on roll	59
Name of registered person	Happy Minds Kids Academy Limited
Registered person unique reference number	RP552180
Date of previous inspection	8 February 2018
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.

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