

Happitots Day Nursery

152 Broad Road, SALE, Cheshire M33 2FY



Inspection date	31 October 2018
Previous inspection date	27 November 2014

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

The provision is good

- Managers and practitioners are highly committed and demonstrate a constant drive to ensuring they achieve the very best outcomes for children. Managers continually seek to learn and improve, and this makes them exceptional role models for the team.
- Partnerships with parents are a particular strength of the nursery. For example, practitioners make home visits to new children. The visits help practitioners to find out detailed information about children's preferences and daily routine. This promotes continuity in children's care really well and helps children to settle happily into nursery.
- Children continuously find interesting things to do and see in the well-organised indoor and outdoor spaces. Practitioners sensitively join in with children's self-chosen play. This encourages children to have their own ideas and they become eager, independent learners.
- Practitioners help children to understand and respect cultures and beliefs that are different to their own. Children who speak English as an additional language are supported well. For instance, practitioners record greetings from parents in their home language. Children listen to them and find out that there are many ways to say 'hello'.

It is not yet outstanding because:

- Although managers regularly monitor the performance of practitioners, they do not focus sharply enough on raising the quality of teaching to exceptional levels.
- Practitioners in the pre-school room sometimes do not plan group activities well enough to challenge every child who participates to the highest level.

What the setting needs to do to improve further

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

- strengthen the monitoring of the performance of practitioners and focus more sharply on helping them to raise the quality of teaching to the highest level
- improve the planning for adult-led activities so that children are deeply involved in learning that challenges them further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers provide in-house training that helps practitioners to refresh and extend their understanding of child protection matters. For example, the team explored how to recognise signs that children or colleagues may hold extreme or intolerant views. The training has helped practitioners to promote respect and tolerance towards others even more effectively. Practitioners know what they must do if they are concerned that a child may be at risk of harm. Managers evaluate the provision and take steps to improve. This is demonstrated when they collate and review records of children's accidents and injuries. Managers use the information to help them to identify and minimise risks to children's safety.

Quality of teaching, learning and assessment is good

Practitioners use what they know about children's progress and interests when they plan activities. For instance, practitioners lead a group time for toddlers. Children take turns to choose a picture from the 'song bag'. They begin to understand which song corresponds to each picture and this helps to promote their early literacy. Children's physical development is promoted effectively. For example, children develop hand and finger strength when they squeeze and flatten modelling dough. Pre-school children do this to music and this helps them to develop a sense of rhythm. Babies who are ready to crawl or walk are supported really well by practitioners who encourage and praise their effort and achievement.

Personal development, behaviour and welfare are good

The key-person system is used effectively and children demonstrate that they feel secure. Children follow well-established routines that help them to develop self-control and independence. This is exemplified at lunchtime when pre-school children work busily together to share out plates and cutlery. Children gain an early understanding of how their bodies work. This is demonstrated when they take part in yoga, and learn to stretch and relax different muscles. Children learn to make choices that help to promote their long-term welfare. For example, they know that they must wear coats and hats to keep them warm when the weather is cold.

Outcomes for children are good

Children make good progress. They acquire the skills and knowledge that prepare them well to start school. Children of all ages count and use numbers during routines and activities. Pre-school children understand that written numerals represent quantity. They begin to match written letters to the sounds that they represent. They recognise their written name. Children use their imaginations. This is demonstrated when they play with puppets and use pretend voices for the puppet characters. Children develop independence in using the toilet and know why they must wash their hands.

Setting details

Unique reference number	EY321437
Local authority	Trafford
Inspection number	10069846
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	59
Number of children on roll	60
Name of registered person	Salmon, Jennifer Isobel
Registered person unique reference number	RP903239
Date of previous inspection	27 November 2014
Telephone number	0161 962 6428

Happitots Day Nursery registered in 2006. The nursery employs 29 members of childcare staff. Of these, two members of staff hold qualifications at level 6, one at level 4, 11 at level 3 and nine at level 2. One member of staff holds early years professional status and two hold qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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