

Happy Tots Nursery Ltd

The Vicarage, Egerton Road, Blackpool FY1 2NP



Inspection date	9 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 leaders are enthusiastic and ambitious for the success of the nursery. They empower their whole staff team to 'go that extra mile' to help to ensure that children thrive in a safe, inclusive and stimulating environment. Children are happy, motivated and successful learners. They make good progress.
- The well-qualified staff use efficient 'in the moment' planning methods that swiftly incorporate children's interests and build on what they already know. Distinct ideas, such as the chatterbox resource boxes and the dummy tree, inspire children to communicate more freely and aid their developing speech and language skills.
- Managers and leaders invest highly in their whole staff team through effective mentoring, regular supervisions and customised professional development. They appraise staff well through credible recognition awards. This helps staff to feel valued, boosts their morale and contributes towards the good work that they do.
- Staff inspire children to adopt good oral health routines. Innovative ideas, such as creating a visual aid to look closely at the amount of sugar that familiar drinks have in, help children to make more informed healthy choices at home.

It is not yet outstanding because:

- The provider, who is also the manager, has not provided Ofsted with all of the necessary information to ensure that the required checks are completed on the newly appointed directors.
- At times, children are not advised of changes to their routine early enough and sometimes small-group activities are slightly disrupted by noise from other areas.
- Occasionally, staff step in a little too quickly during play and do not offer enough opportunities for older children to build on their good knowledge of measure.

What the setting needs to do to improve further

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

	Due date
provide Ofsted with the necessary information about all those who make up the organisation so that the required suitability checks can be formally completed.	23/11/2018

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

- organise routines more successfully to better prepare children for any changes and to further minimise disruption during small-group activities
- strengthen teaching and provide more opportunities for older children to use language associated with measure more freely during play.

Inspection activities

- The inspector observed the quality of teaching both indoors and outside and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection. She held a meeting with the manager and senior nursery practitioner.
- The inspector conducted a joint observation with the senior nursery practitioner during a child-led activity.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety records, self-evaluation documents and children's learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector
Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are well versed in the procedures to follow to protect children's welfare. Recruitment procedures are, largely, robust. However, a slight oversight has meant that some information has not been provided to Ofsted in relation to the newly appointed directors for the provision. That said, there is no impact on children. The new directors are not involved in the recruitment of staff, they do not work with children and they have no access to children's records. Furthermore, checks, such as those required for the Disclosure and Barring Service, have been completed. Staff continually evaluate their provision and take account of the views of parents, children and others. They work in true partnership with parents and other professionals to support children who have special educational needs (SEN) and/or disabilities. Tracking is used well to steer the use of funding and close any gaps in children's learning.

Quality of teaching, learning and assessment is good

The well-qualified staff apply a sharp emphasis on supporting the prime areas of learning to help to secure the foundations for future learning. For example, younger children are keen to advance their physical skills when riding on wheeled toys in the enhanced outdoor area. They pedal with ease and shift their balance accordingly in order to stay safe. Staff use these opportunities to teach children about road safety laws, such as the importance of driving safely and the need to stop at a zebra crossing when pedestrians are present. This helps children to keep themselves and others safe and contributes towards them adopting life-long skills for the future. Parents are expertly engaged in their children's learning both within the nursery and at home.

Personal development, behaviour and welfare are good

Staff form a secure bond with each and every child. They believe that 'children learn what they live' and use this knowledge to encourage positive role modelling across the nursery and at home. Meaningful experiences, such as visits to the local police station, help children to build up a sense of trust in the police force and contribute towards them adopting positive attitudes. Staff actively promote healthy lifestyles. Extra-curricular activities, such as football coaching and drama sessions, help to inspire children to be active, increase their concentration and aid their good social skills. Children are happy and safe in their appealing surroundings. They enjoy carrying out responsible tasks independently. This prepares them well for their move on to school.

Outcomes for children are good

Babies explore freely and confidently. They enjoy experiences, such as table top time, that bring them together with others. Children who have SEN and/or disabilities string words together and gain an ability to follow two-part instructions. Older children begin to recognise their name during tasks, such as self-registration. They link sounds to letters and readily identify the initial sounds in their own and other children's names. Children develop a good understanding of their feelings and emotions and learn about how their actions impact on others. They show interest in historical events that have taken place in their wider world and get involved in meaningful tributes, such as Remembrance Day, to honour and respect those who have helped them.

Setting details

Unique reference number	EY537985
Local authority	Blackpool
Inspection number	10079164
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	80
Number of children on roll	173
Name of registered person	Happy Tots Nursery Limited
Registered person unique reference number	RP537984
Date of previous inspection	Not applicable
Telephone number	01253 749585

Happy Tots Nursery Ltd registered in 2016. The nursery employs 28 members of childcare staff. Of these, 25 hold appropriate qualifications at levels 2, 3, 4, 5 or 6, including one member of staff who holds qualified teacher status, one member of staff who holds early years teacher status and the manager who holds early years professional status. The nursery is open Monday to Friday, all year round, with the exception of some bank holidays. Sessions are from 8am to 6pm. 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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