

# Happy Kids Clifton

105 Old Clifton Lane, Rotherham S65 2AW



<b>Inspection date</b>	27 November 2018
Previous inspection date	14 February 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

### This provision is good

- Since the last inspection, leaders and managers have worked closely with staff to change practice for the better. The systems for the supervision of staff have been refined and regular peer observations are carried out. Staff have found this very beneficial as they share good practice and continue to enhance their teaching skills and outcomes for children.
- Leaders and managers have good working partnerships with other early years professionals and outside agencies. Regular meetings ensure that they work closely together to provide a good level of support for children and families who need it.
- Staff work closely with parents and have built strong relationships. This enables them to successfully engage parents in their children's learning. For example, they provide parents with words and rhymes in their home languages to practise with their children.
- The key-person system works well. Staff quickly get to know their key children and their families. They meet regularly with parents to discuss the progress children are making and what they need to learn next.
- Staff closely monitor children's progress and development. They take decisive action where children are not making expected progress, such as in speech and language. This helps to ensure they get the support they need and enables all children to make good progress.
- Children who find a new interest are not always getting the support they need to extend it further.
- Staff do not always make the most of the outdoor environment to help enrich children's experiences.

## What the setting needs to do to improve further

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

- help staff to further refine their teaching skills and help children to increase their learning as they explore new interests
- consider ways to help further enrich children's outdoor experiences.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, and evidence of the suitability of staff working in the setting. The inspector discussed the setting's self-evaluation.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to the children at appropriate times during the inspection.

### Inspector

June Rice

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff responsible for the safety and well-being of children have a good understanding of their role. They attend relevant training that keeps them up to date with more current issues, such as protecting children from the risk of radicalisation, extremism and practices that may harm them. Staff fully understand the procedures they must implement to help safeguard children. The recruitment of staff helps to ensure adults are suitable to work with children. Leaders and managers have a clear action plan in place that they constantly review and update. Parents comment that staff are approachable and keen to work with them to meet their children's individual needs.

### Quality of teaching, learning and assessment is good

Babies' communication and language is constantly being promoted. Staff use the names of babies to gain their attention, make good use of single words and repeat babies' babbles. Babies find a tin and some clothes pegs. They spend time concentrating on using their fingers to open and close the pegs and find out how to attach them to the side of the tin. Toddlers run around exploring what is on offer. They are confident using outdoor equipment, such as slides and are determined to work things out for themselves. For example, they bend their bodies to move underneath pipes of different heights until they find the one they easily fit under. Children listen to, understand and follow simple instructions, such as when they are seeking a teddy hidden by staff. They change direction when prompted by the fast and slow clapping which indicates whether they are getting closer or further away.

### Personal development, behaviour and welfare are good

Children are happy, settled and eager to learn. They have no hesitation in seeking cuddles and reassurance when they need them. This shows they have good relationships with staff and feel safe. The key-person system is well embedded and the involvement of parents in their children's learning is of a high priority. Parents are provided information about educational websites, they attend 'stay and play' sessions and fund-raising coffee mornings. The key person begins their relationship with children by visiting them in their own home at the start of the settling-in process. They are also closely involved with children's move on to school. They invite teachers into the setting to meet the children and share information about their individual needs and progress to date.

### Outcomes for children are good

Children leave the setting as confident and independent learners. They have the skills they need to be successful at school. Children join in group activities and understand how to share and take turns. Children show an interest in learning to write and recognise their name. Children have good physical skills and develop independence, which is shown as when they put on their own coats and shoes. Children enjoy sharing experiences, such as listening to a favourite story.

## Setting details

<b>Unique reference number</b>	EY470183
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10080394
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Happy Kids Childcare Limited
<b>Registered person unique reference number</b>	RP906420
<b>Date of previous inspection</b>	14 February 2018
<b>Telephone number</b>	01709 368959

Happy Kids Clifton registered in 2013. The setting employs 10 members of childcare staff. Of these, two staff members hold an appropriate early years qualifications at level 5, one staff member is qualified at level 4, and seven staff are qualified at level 3. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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