

Happy Tree (West Drayton) Ltd

Happy Tree Nursery, 4 Admiralty Close, WEST DRAYTON, Middlesex UB7 9NG



Inspection date	6 March 2019
Previous inspection date	12 January 2016

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

This provision is good

- Children play in a welcoming and engaging environment. Staff have sound expectations of children's learning. They plan a range of enjoyable activities and children are eager to join in.
- All children are making good progress from their starting points. Babies listen to songs and grasp items, such as spoons, to make marks in damp sand. Toddlers manipulate dough using a range of tools. Older children are confident and can recall their experiences from home and share them with a group.
- Children show they are emotionally secure and settle quickly into the calm learning environment. Staff work with parents before children start attending the nursery. They gather relevant information about the children's needs, which helps children settle quickly. Staff and children develop close bonds and secure attachments.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff provide children with individually tailored support and develop effective partnerships with a wide range of other professionals. This supports a shared and consistent approach to children's learning and development.
- The management accurately evaluates the provision. Managers include the views of staff, parents and children to help identify areas for further improvement.
- Staff do not provide enough opportunities to extend fully and challenge children's learning so that they reach the highest levels.
- At times, staff do not share and communicate information effectively with parents about their children's learning and development in the setting.

What the setting needs to do to improve further

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

- enhance teaching so that children are given further challenges to deepen and extend their learning to the highest level
- build on current ways of communicating and sharing information with parents about their children's learning and development in the setting.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector jointly observed an activity with the deputy manager and discussed the impact of teaching on children's learning.
- The inspector looked at the children's records, risk assessments, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held discussions with members of the management team.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Laxmi Patel

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection. They understand how to keep children safe and know what to do should they be concerned about a child's welfare. Staff carry out daily checks indoors and outdoors and minimise any risks to children promptly. The directors and manager use robust recruitment and vetting procedures to ensure that staff are suitable. Staff receive regular coaching and supervision from the manager and senior team. They access many different training courses to help them to improve their teaching skills. Staff deploy themselves effectively, maintain ratios and supervise children well. Children's assessment information is reviewed well and helps to ensure any possible gaps in children's learning are quickly identified and addressed.

Quality of teaching, learning and assessment is good

Staff regularly observe children and make accurate assessments of their progress. They use this information to plan effective next steps and promptly seek early support if needed. Babies demonstrate their developing literacy and numeracy skills. For example, they approach adults with favourite books and sort items into various sized boxes. Toddlers enjoy activities that promote their small-muscle skills. For example, they mark make and learn to hammer a nail into wood using a real hammer. They make good choices in wearing the safety glasses to protect themselves. Children learn to assess risk effectively and handle tools in a safe manner. Younger children enjoy sensory play, such as exploring shaving foam and water with different tools, which supports them in developing good hand-to-eye coordination. Older children develop scientific thinking as they conduct various experiments with milk and food colouring. They are intrigued and learn about cause and effect.

Personal development, behaviour and welfare are good

Staff are positive role models and give children gentle and age-appropriate reminders of expected behaviour. Children learn how to keep themselves safe. For example, they know the importance of sitting down when using scissors. Children behave well, they understand how to take turns and share. Staff promote healthy lifestyles and follow excellent hygiene routines. The on-site cook prepares healthy and nutritious meals and snacks each day. Children have good opportunities to play outside and develop good coordination and control. They ride wheeled toys, run, jump and balance on stepping stones.

Outcomes for children are good

Children develop good skills that prepare them well for the next stage of learning and for moving on to school. Older children develop good social skills. They play collaboratively and welcome others into their games. Younger children demonstrate good mathematical skills. For instance, while playing with various sized straws, they hold one up in the air and state, 'I find a small one'. Babies develop good sensory skills. They enjoy experiences, such as feeling the texture of sand and cornflour as it runs between their fingers. Children develop independence as they take care of their personal care needs and serve themselves lunch.

Setting details

Unique reference number	EY402429
Local authority	Hillingdon
Inspection number	10074366
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	96
Number of children on roll	94
Name of registered person	Happy Tree (West Drayton) Ltd
Registered person unique reference number	RP910199
Date of previous inspection	12 January 2016
Telephone number	01895 440330

Happy Tree (West Drayton) Ltd registered in 2010 and is situated in West Drayton, in the London Borough of Hillingdon. The provider employs 20 members of childcare staff. Of these, 14 hold relevant qualifications from level 2 to level 6. The setting is open from Monday to Friday for 50 weeks a year. Sessions are from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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