

Happi Feet Nursery

47 Erith Road, BELVEDERE, Kent DA17 6HF



Inspection date	21 March 2019
Previous inspection date	21 September 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- Although the management has started to put systems in place to monitor and coach staff practice, these are not yet fully embedded. Systems do not accurately identify areas to develop in regard to staff effectiveness or precisely target their individual training needs.
- The management has put systems in place for analysing the progress that different groups of children make. However, these systems are not yet fully effective in addressing weaknesses in the provision and ensuring children receive consistently high support.
- Staff do not always make the best use of the space available to the children. For example, pre-school children do not always have sufficient indoor space available to become fully independent and attempt small tasks.

It has the following strengths

- Children have daily opportunities to play and learn outdoors to help support their overall well-being. They dig for treasure and balance on a tyre obstacle.
- Parents are happy with the provision. They comment about the welcoming attitude of staff and the ongoing communication they have about their children's learning and development.
- Children make good progress from their starting points, including those who speak English as an additional language. They gain good communication and social skills which are vital for their next stage of education, including their move to school.

What the setting needs to do to improve further

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

- develop the systems in place to monitor the quality of care and support and ensure all staff receive high-quality, effective support, coaching and training
- improve the focus on monitoring and analysing the progress made by different groups of children further to help identify any weakness of the provision
- continue to evaluate and develop the organisation of the environments further, to ensure they are effective for children to learn and thrive.

Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors, and assessed children's learning.
- The inspector undertook a joint observation with the manager and discussed staff's practice and children's progress with the manager.
- The inspector held discussions with staff and the manager at appropriate times during the inspection.
- The inspector sampled a range of documentation, such as policies, procedures and children's learning records.
- The inspector took into account the views of parents spoken to on the day of inspection.

Inspector
Anja Eribake

Inspection findings

Effectiveness of leadership and management requires improvement

The management has worked together with other agencies since the last inspection and has taken positive steps to meet the recommendations raised. The manager ensures that all staff and people working on the premises have undertaken Disclosure and Barring Service checks. Safeguarding is effective. The management has put in place procedures and strategies to help staff with their safeguarding knowledge. Managers hold regular safeguarding discussions during staff meetings and display the contact details of relevant agencies for staff to see. All staff are aware of the safeguarding procedures and know where to report any concerns to. Systems to monitor staff practice are not yet fully embedded. Not all staff have regular meetings to discuss and identify how to improve their skills. The manager has recently implemented peer-on-peer observations and analysing the progress of groups of children, but the impact cannot yet be seen.

Quality of teaching, learning and assessment is good

Staff support children well in their learning. They plan activities that interest children and help them achieve their next steps. For example, young children are eager to show the animals to staff, who make the sounds and say the name. This helps children to learn new words and develop their language skills. Staff praise children and share their achievements with others so they know what children can do. Outdoors, children are able to explore and develop their physical and coordination skills. They use various ride-on toys and build towers using big soft bricks. The key-person ensures that parents are involved in their children's learning and give regular feedback about the children's progress. Staff use assessments of children to identify any gaps in their development and ensure that they get the support they need to close these.

Personal development, behaviour and welfare require improvement

The weaknesses in the management of the setting mean staff practice is not yet continuously strong. For example, older children serve the food themselves but have to wait for staff to give them the cutlery. Additionally, pre-school room staff do not fully consider how to organise resources, such as tables during lunch and some focused activities, meaning children do not have enough space. Staff do build effective relationships with children and parents from the beginning. They support children with settling in and get to know them well. Children who recently started attending feel secure and enjoy exploring the environment and resources available to them. Staff support children's emotional and physical well-being.

Outcomes for children are good

Children learn how to make their needs known to people who can help. For example, very young children point to their shoes to show that they want to go outside, and older children talk to staff when other children hurt them. This also shows that they have learned how to deal with conflict. Children are eager to learn and share their knowledge during play. Pre-school children learn about the letters in their name and how to write them, and toddlers share how to mix colours.

Setting details

Unique reference number	EY456083
Local authority	Bexley
Inspection number	10080763
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	60
Number of children on roll	96
Name of registered person	Falope, Mercy Adenike
Registered person unique reference number	RP515062
Date of previous inspection	21 September 2018
Telephone number	01322408011

Happi Feet Nursery registered in 2012. The nursery employs 17 members of childcare staff, 11 of whom hold appropriate early years qualifications between level 2 and level 5. The nursery's opening hours are Monday to Friday from 7am to 7pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years.

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