

Inspection of Happy Tots

4 Brent Green, London NW4 2HA

Inspection date: 10 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The owner and newly appointed manager have made many improvements since the last inspection. The manager consistently monitors practice and identifies training opportunities for staff. Professional development, including online training, has had a positive impact on practice. The owner, manager and staff have worked with the local authority and invited parents to contribute to the vision for ongoing improvements. Key persons establish strong bonds with their key children. These close relationships are highly effective in providing all children with emotional security. Most children are new to the setting this term. The children are confident and happy. Staff know the children well and work with parents to plan effectively for the children's learning and development. Staff assess what children know and can do and provide a good range of activities to stretch and challenge their development. Children have positive attitudes to learning and experience a wide range of experiences that prepare them for future learning. Staff help children to gain confidence to speak in a group and listen to their friends. Children are learning about their home beliefs and people and places in the wider world.

What does the early years setting do well and what does it need to do better?

- The owner and the manager share their job roles well. The manager takes the lead in overseeing practice and the management of the provision. The owner's focus is teaching. This arrangement has brought about positive changes and the outcomes for children are good.
- The manager provides staff with good support and coaching. She observes their practice and explains what they do well and areas to develop. Staff comment, 'The manager's observations and feedback are like having a critical friend helping to develop our skills and practice'.
- Although there have been improvements in teaching and the organisation of the daily activities, staff do not organise mealtimes well. They do not provide effective support to help the youngest children understand expected behaviour while eating.
- The manager reviews the assessments staff make of the children's development to oversee the progress they make. She evaluates the plans and the curriculum for children's learning to ensure each child receives good levels of challenge and a wide range of experiences. The manager talks with parents if children need additional support and monitors their progress closely.
- Staff work closely with parents. They invite parents to share what their child can do at home and to contribute to the focus planning for their child. Staff share a written assessment with parents for children aged two and three. Parents say staff are really on top of children's learning and give great feedback, including what their child has been learning and what they plan to support their child with next.

- Staff have introduced new activities to enhance children's speech and listening skills, including 'Talking monkey'. Children hold 'monkey' when it is their turn to speak in a small group. They understand that when their friends are holding 'monkey' they must listen. Even the least confident children hold monkey closely and share their news.
- Staff provide children with interactive activities to develop their understanding of number. They encourage children to sort by type, count and match the counted objects to numerals. Staff know when to provide additional challenge. They encourage children to think about what number came before or what comes next, and to add on or take away.
- During activities that children choose for themselves, staff sometimes become over enthusiastic in their support. The noise levels in the room rise and some children become distracted and not fully engaged in their learning.
- Staff help children develop their understanding of diversity. They share Jewish prayers each day. Children learn about what they have in common with people in their community from different backgrounds. For example, they talk about India and special buildings, and they find resources in the classroom to build the Taj Mahal. Staff help children to look for similarities in their building and the picture. Children talk about the number of windows and how many towers the building has.

Safeguarding

The arrangements for safeguarding are effective.

The manager, who is the designated lead person for safeguarding, has a secure understanding of her role. The owner and manager follow good recruitment procedures to help ensure the suitability of staff. Recent safeguarding training has helped improve all staff's knowledge of protecting children in their care. They have a good awareness of the 'Prevent' duty guidance and wider issues, such as female genital mutilation. The manager discusses safeguarding scenarios during staff meetings to help staff embed their understanding to keep children safe. The staff make good use of risk assessment to identify and minimise any hazards within the setting. The manager deploys staff well to keep children safe.

What does the setting need to do to improve?

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

- review the organisation of mealtimes, to ensure staff provide effective support to help the youngest children understand expected behaviour
- support children more effectively during free-flow activities so that the noise levels reduce and children are not distracted, to help them stay fully attentive in their learning.

Setting details

Unique reference number	2497344
Local authority	Barnet
Inspection number	10114645
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 3
Total number of places	24
Number of children on roll	17
Name of registered person	Happy Tots R Us Ltd
Registered person unique reference number	2497343
Telephone number	07896187402
Date of previous inspection	17 June 2019

Information about this early years setting

Happy Tots registered in October 2018 and is located in the London Borough of Barnet. The nursery opens each weekday from 9am to 3.30pm, term time only. The setting employs six members of staff to work directly with the children. Of these, four staff hold a childcare qualification.

Information about this inspection

Inspector

Ruth George

Inspection activities

- The inspector conducted a learning walk with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed two activities and evaluated the teaching and learning with the manager.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector held discussions with the owner, manager and staff about their safeguarding knowledge. She sampled documentation and evidence of the suitability of staff working at the setting.

We carried out this inspection 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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