

# Inspection of Happy Kids Clifton

105 Old Clifton Lane, Rotherham S65 2AW

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Inspection date: 16 June 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager and her staff work well together. They create a safe environment for children to play and learn. Children are eager to start their day as they are warmly welcomed by staff. Due to the COVID-19 (coronavirus) pandemic, parents are not able to go into the setting. However, staff use a wide range of communication tools to keep in touch with parents. This means that parents are well informed about any changes within the setting. Children have adapted readily to necessary changes. They happily leave their parents at the door and go into the setting with their key person.

Children's behaviour is exemplary. The relationship that exists between staff, children and parents is one of deep mutual respect. This means children learn, first-hand, that they are loved, respected and equal. Children remember to say 'please' and 'thank you' and are kind to each other. They are good at taking turns to speak and listen. Staff support children's developing vocabulary. They introduce new words as they talk to the children. Staff are positive role models and provide children with warm praise for their achievements.

The manager has an ambitious vision to provide high-quality inclusive care and education to all children. She uses additional funding well. She provides a curriculum that is designed to give all children the knowledge and skills they need to succeed. This includes children with special educational needs and/or disabilities (SEND).

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

- Staff interact effectively with children and support their learning. They give them time to develop their own thoughts and ideas during discussions. Children learn about the world around them. They enjoy real-life experiences, such as feeding leaves and fruit to the nursery's giant snails and stick insect. Children are fascinated as they observe them move down their habitat to graze.
- The management team and staff are knowledgeable about children's specific needs, such as children with SEND. They work closely with parents and other professionals to provide targeted interventions to help children to achieve to their full potential. Parents offer high praise for this setting. They commend the 'genuinely caring staff'. Parents value the management team and comment that the 'level of communication with us is fantastic'. Parents feel confident and assured that their children are receiving 'the best start in life' here.
- Staff support the children in having the confidence to be independent individuals. This builds children's self-esteem and confidence as they discover their likes and dislikes. For example, in pre-school, children prepare their own snacks and pour their own drinks. However, in the baby room, staff sometimes

rush in to help children with tasks. For example, staff wipe children's noses and feed children before waiting to see if they can manage these themselves. This does not fully encourage children's developing independence.

- Children demonstrate a positive attitude to learning. Staff read stories to children. They emphasise words they want children to learn and ask children if they can recall what these words mean. They use props such as puppets to maintain children's attention. Staff use activities to help children to recall their favourite stories. For example, they introduce natural materials to children. Children re-enact the story of 'The three little pigs'. They build pretend houses. This helps to develop children's communication and language skills.
- The management team manages the setting well. Managers are secure in their self-evaluation of the nursery's strengths and areas of development. They support staff very well. They work alongside them to develop their skills. Staff comment that they feel valued and respected by the leaders. Managers have implemented a high staff-to-child ratio to enable staff to focus on their own well-being.
- Staff help children to build on what they know and can do. However, some staff are less confident in their planning and delivery of the curriculum for mathematics. This reduces opportunities for children in this area. Staff do not make the most of some opportunities to support children in counting and comparing quantities and sizes.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of child protection and safeguarding procedures. Staff have all completed safeguarding training. This helps to ensure that children's safety and protection are a priority. The manager provides regular updates in management and staff meetings to help keep staff's knowledge up to date. The manager and staff complete risk checklists daily before the children use the indoor and outside play areas. The manager has a safe recruitment programme, and staff receive a rigorous induction to ensure they are suitable to work with children.

## **What does the setting need to do to improve?**

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

- develop staff's understanding in the baby room of how to promote children's independence
- clarify the curriculum for mathematics and share this more clearly with all staff so they are confident to implement it consistently.

## Setting details

<b>Unique reference number</b>	EY470183
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10197593
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Happy Kids Childcare Limited
<b>Registered person unique reference number</b>	RP906420
<b>Telephone number</b>	01709 368959
<b>Date of previous inspection</b>	27 November 2018

## Information about this early years setting

Happy Kids Clifton registered in 2013. The setting employs 12 members of childcare staff, all of whom hold relevant childcare qualifications at level 3 and above. 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.

## Information about this inspection

**Inspector**  
Julie Dent

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Evidence of staff's qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector and the manager completed a joint observation together.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- A small number of parents shared their views with the inspector during the inspection, and the inspector took account of their views.

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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