

Inspection of Happifeet Nursery

154 Colyers Lane, Erith, Bexley DA8 3PS

Inspection date: 22 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children separate well from their parents at the door when they arrive at the nursery. Parents say they feel well informed, despite not currently being allowed into the setting due to COVID-19 (coronavirus) infection risks. Most children are confident, settled and engaged in their play. They show that they feel safe and secure. Children who are new to the setting are well cared for. Some find it hard to settle but respond well to caring staff, who gently reassure them. The manager, who is relatively new in post, has clear intentions for what she wants different children to learn. This includes the children returning to nursery following the COVID-19 pandemic. Not all staff have confidently put the manager's curriculum aims into practice. Therefore, the quality of education requires improvement. That said, children enjoy exploring and playing together, and have good relationships with staff. They are well behaved but weaknesses in teaching and assessment sometimes affect their attitudes to learning. Children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language show trust in the staff who care for them. They are comfortable in their surroundings and confidently seek support where needed.

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

- The provider has met the actions from the last inspection that relate to the safeguarding and welfare requirements. She has improved safety around babies' sleep routines, and staff awareness of their safeguarding responsibilities. Some breaches remain in relation to the learning and development requirements but these do not have a significant impact on children's learning.
- The provider has improved staff supervision since the last inspection, although implementation of the curriculum is variable. Some staff implement curriculum aims well, where others fail to notice when older children do not get the most out of activities. For instance, during some story and group times, background noise is very high. When this happens, children who are preparing to start school are less able to focus or concentrate on activities. They behave well but the raised noise levels sometimes disrupts their learning.
- Most staff understand children's levels of development from their starting points and know what they need to learn next. Others are less sure about children's progress, including where English is not a child's first language. They know the children and report their observations to parents. However, they are unsure of the progress children have made and what needs to come next. These breaches in requirements mean that children do not progress as well as possible towards their next stages in learning.
- Older children are confident, self-assured and behave safely. They praise others for their achievements. For example, they make comments such as, 'Wow, that is a good picture,' as they discuss their drawings. Relationships between staff

and the younger children and babies are warm and nurturing. Babies enjoy the close contact of staff as they explore toys outside, while toddlers develop their exploratory skills. Sometimes, staff fail to notice when younger children share toys and offer babies support. They do not use such opportunities to enhance children's personal development and self-awareness.

- Staff engage groups of children well in purposefully planned activities. These include tabletop games to help with exuberant play. Children remember previous learning about numbers and sequencing. They take turns to roll two dice, add numbers together and fit corresponding pegs to a board. Occasionally, staff do not check that all children, including those with SEND, are equally included in the activities on offer.
- Staff ask children interesting questions during different activities. However, sometimes, they fail to give older children the time they need to think. For example, they ask questions as children explore the texture and taste of fruit. However, they miss children's responses because they quickly move on and ask other questions. This reduces opportunities for children to deepen their understanding. Younger children enjoy books and stories. They listen, repeat words and point at pictures to show their interest.
- The manager and staff work well with parents to keep them informed about their children's experiences. Staff also work with other professionals to complement children's learning at other settings and to meet their individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff are clear about their roles and responsibilities for safeguarding children. Staff understand child protection issues and know the signs that may cause them concern. They know how and where to report any concerns about a child's welfare or the behaviour of other adults on the premises. The provider ensures that sufficient qualified and experienced staff are available to work with children. This is despite encountering difficulties with staffing during the COVID-19 pandemic. Staff use ongoing risk assessments to keep children safe, and encourage them to think about their own safety. For example, they remind children to sit still until they have finished eating, to prevent them from choking on their food.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date

improve opportunities for older children to focus on activities without interruption, to help to prepare them for starting school	05/07/2021
improve assessment arrangements to ensure that all staff understand children's progress and what they need to learn next, to help them to catch up.	05/07/2021

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

- provide greater focus on developing staff practice, to enable all children to join in with the activities provided
- encourage staff to give older children the time they need to think and respond to questions, to further encourage their communication and language abilities
- strengthen staff awareness of how to respond to younger children's kindness towards others, to further encourage their personal development.

Setting details

Unique reference number	EY561903
Local authority	Bexley
Inspection number	10146265
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 at time of inspection	1 to 4
Total number of places	44
Number of children on roll	39
Name of registered person	Falope, Mercy Adenike
Registered person unique reference number	RP515062
Telephone number	07834455641
Date of previous inspection	15 January 2020

Information about this early years setting

Happifeet Nursery registered in 2018 and is situated in Erith, in the London Borough of Bexley. It is one of two nurseries owned by the same provider. The nursery employs five members of childcare staff. At least three staff, including the manager, hold early years qualifications at level 3. The nursery is open from Monday to Friday all year round. Sessions are from 7am to 6.30pm. Children attend from three months of age to under five years. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also receives early years pupil premium funding for some children.

Information about this inspection

Inspector
Stephanie Graves

Inspection activities

- This was the first routine inspection the nursery 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 the evaluation of the nursery.
- The manager showed the inspector around the nursery and discussed her curriculum aims for different children.
- The inspector spoke to the provider, the manager, staff and parents at appropriate times throughout the day. Children approached the inspector to talk about their experiences.
- The inspector sampled documentation, including staff qualifications and information used by the provider to determine staff suitability.
- The inspector observed teaching and completed a joint observation of an activity with the manager.

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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