

# Inspection of Happy Feet Day Nursery Limited

Clowes House, 319 Bury New Road, SALFORD M7 2YN

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Inspection date: 24 November 2021

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

### **The provision is good**

Children arrive at nursery and are delighted to receive a warm and enthusiastic welcome from the staff who care for them. The nursery provides a home-from-home environment for children, which helps to put them at ease and feel safe. Children show their developing independence as they hang up their coats, hats and bags themselves. Toddlers and pre-school children show great confidence and coordination as they balance and negotiate the stairs to their rooms, under close supervision of staff. Babies enjoy lots of space to explore. They use equipment to pull themselves to stand independently and take their first tentative steps while encouraged by staff.

Due to the impact of the COVID-19 pandemic, children are provided with even greater support in relation to their communication and language development and regulating their emotions. Children of all ages take part in singing nursery rhymes and enjoy listening to their favourite stories throughout the day. This helps to support children's emerging speech and language development. Children are polite and considerate towards their friends. Disagreements are rare, as staff act as good role models and remind children of expected behaviours. Daily outdoor play supports children's physical development well. Children negotiate the climbing frame, whizz down the slide and skilfully manoeuvre scooters and tricycles. Staff help children learn to care for animals and plants as they take part in feeding and handling the nursery rabbits and planting and watering a variety of herbs.

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

- Leaders have made significant changes to the nursery since the previous inspection, in order to provide children with learning that sparks their curiosity and interest. With the support from staff, children are calm and highly focused in their learning. For example, staff guide children in experimenting in making their own dough. They support children in weighing and measuring ingredients, introducing early mathematical concepts, such as more and less. Children are given time to test out ideas for themselves. If they make mistakes staff support them to have another go. Staff are clear that learning activities are about the process and not the end product.
- Leaders have instilled a holistic approach to help children manage their own emotions. Staff work closely with families to ensure children's behaviour is supported consistently in nursery and at home. Staff lead children in activities, such as yoga, meditation and mindfulness, which help children learn to calm themselves. Staff reinforce positive behaviours, and help children understand how others feel if they have been treated unkindly. This contributes to children being kind to their friends and them becoming increasingly able to regulate their own emotions in a positive manner.

- Overall, staff support all children well with their speech and language development. However, on occasion, some staff do not pronounce words correctly. This does not consistently support and model the correct use of language to children. Consequently, there is scope for children to make even greater progress with their communication and language.
- For children who speak English as an additional language or who are bi-lingual, their language develops at a rapid pace. Home languages are celebrated and incorporated into everyday interactions. Staff work collaboratively with parents, and services within the local authority, to ensure that, where required, children promptly receive the additional support they need. This ensures that all children progress well.
- Staff have given great thought and attention to daily routines to support children's emerging independence. Children practise completing normal home life routines, such as helping to tidy up, or washing dishes after lunch. Children take pride in serving meals to their friends at lunchtime, and confidently use cutlery to feed themselves.
- Leaders and staff act as true advocates for the children in their care. They take swift action to put in place support from other professionals, where children need help in relation to special educational needs and/or disabilities. Therefore, staff are well equipped to meet the needs of all children in their care.
- Staff praise the leaders of the nursery for their support, both professionally and personally. They talk positively about workload expectations and opportunities for professional development. This, alongside a strong team ethos with shared common goals, helps them provide the best education possible for the children who attend.

## **Safeguarding**

The arrangements for safeguarding are effective.

The nursery owner has enhanced the already strong security measures at the nursery, to further improve children's safety. This means that people cannot access the premises without permission of staff. The nursery manager has a particularly strong knowledge and understanding of all aspects of safeguarding. She knows precisely what procedures to follow should there be concerns for any children in the setting, no matter which local authority the child may live in. Individual staff members, including those very new to the nursery, also display a strong knowledge and understanding of matters that might raise concerns for a child's welfare. Staff receive regular training and support to maintain this. Staff and leaders are clear about the steps they would take if an allegation were made against a colleague. They also know the procedures they would follow if they felt allegations were not appropriately dealt with.

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

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

- support all staff to consistently model the correct pronunciation of words to further develop children's speech and language.

## Setting details

<b>Unique reference number</b>	EY493177
<b>Local authority</b>	Salford
<b>Inspection number</b>	10204850
<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>	0 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Happy Feet Day Nursery Limited
<b>Registered person unique reference number</b>	RP904174
<b>Telephone number</b>	0161 312 4821
<b>Date of previous inspection</b>	24 August 2017

## Information about this early years setting

Happy Feet Day Nursery Limited registered in 2015. The nursery employs 11 members of childcare staff, including the provider and nursery manager. Of these, seven members of staff hold appropriate early years qualifications at level 3. Three members of staff hold a level 2 qualification. The nursery manager holds an early years qualification at level 5. The nursery opens from Monday to Friday all year round except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Richard Sutcliffe

## 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.
- This inspection was carried out following the risk assessment process.
- Observations of specific teaching and learning activities were carried out jointly with the manager. The inspector evaluated the quality of education across the nursery.
- The inspector spoke with a number of staff and considered their knowledge of how to keep children safe.
- The inspector took account of the written views of parents.
- A range of documentation was reviewed by the inspector in relation to the suitability of staff.
- The inspector conducted a learning walk, and joint observation with the nursery manager, and spoke to children at appropriate times.

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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