

Inspection of Happy Kids Education Centre Ltd

Unit 6, Manchester Park, Tewkesbury Road, Cheltenham, Gloucestershire GL51 9EJ

Inspection date: 27 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The new manager has worked hard since taking over the setting. She has made many positive changes. The setting now meets the requirements for the early years foundation stage. A new curriculum provides experiences and activities for children. They are learning well and gaining the necessary skills ready for the move on to school.

Children join in with enjoyable physical activities. Indoors, they have a ball pit and videos on the interactive board. Children practise jumping, hopping and balancing. They count the actions and copy the figures on the screen. Children enjoy showing to their friends and staff how they can spin on the spot or do 'jumping jacks'. Outdoors, children take turns as they climb the steps to the slide and slide down.

Staff focus on helping children to expand their communication and language. When talking with children, staff use home languages as well as English to help children develop their communication. Children repeat words and phrases in English, building their vocabulary and understanding. Staff use online resources on the interactive board well. Children hear the correct way to say letter sounds and words. They show which ones they have learned by repeating them. Staff build on children's understanding. They ask questions and set challenges for children to find objects with the letter shown on the screen. Children are becoming confident talkers.

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

- Children join in with different activities. Older children show how they can build an igloo from sugar cubes to hide the toy animals. They compete to see who can build the tallest tower. Other children recall numbers. They recognise numerals one to five. They count the coloured spots in the puzzle tray and match the correct number to it. Younger children use their imaginations as they draw pictures. They tell staff who they have drawn and name the facial features, such as eyes, mouth and hair.
- Children's behaviour is good for the most part. When children struggle to share toys, staff remind them to use their words to ask for what they want. Staff have introduced new ways of helping children understand how to work together and join in at group times. For example, they have laminated cards with pictures and words for good sitting, listening and looking. Staff use the cards, words and actions to help children understand expectations. However, sometimes, children struggle to concentrate and maintain attention, and lose interest.
- Children enjoy story time. The manager reads the story in English and another member of staff translates this into children's home languages to help those who are learning English as an additional language. Children recognise some of the

characters and say the words for penguin, dolphin and daddy. They answer questions and make suggestions about what might happen next.

- The manager has introduced a new curriculum to help support children's learning and development. Staff know the children and watch how they play and learn. They plan different activities for children. The manager helps staff recognise when children might need extra support. Staff are starting to recognise how to adapt teaching better to meet what children need to learn next.
- The manager keeps parents informed about the many recent changes. Parents comment that the manager and staff share information about what children learn and how they can help them at home. The manager and staff share 'homework' with parents. For example, a recent letter home asked parents to talk with children about 'fire drills'. This was something the children would be doing in the setting. Staff say this helps parents to understand how staff are teaching children to manage risks and keep themselves safe.
- Staff form secure attachments with the children. Children gain confidence and seek help if they need it. Children adapt well to new situations and people. They use actions such as a tap on the arm to gain adult attention. Children show that they understand questions by finding the correct toy animal. Sometimes, they choose to answer in home languages. Staff repeat what children say in English to help them extend their understanding.

Safeguarding

The arrangements for safeguarding are effective.

The manager has put in place robust systems for recruiting staff. She makes sure staff are suitable to work with children. She completes all the necessary checks. All staff have completed a thorough induction. This includes courses on child protection and wider safeguarding, and paediatric first aid. Staff are confident about what might put a child at risk of harm. They know how, when and who to refer any concerns or allegations. The manager has minimised or eliminated hazards, putting in place suitable safety measures. Staff complete daily checks on the play spaces to make sure they are safe for children to use.

What does the setting need to do to improve?

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

- continue embedding the curriculum and planning to support children's ongoing learning
- build on strategies to encourage children's concentration and attention during self-chosen play.

Setting details

Unique reference number	EY556695
Local authority	Gloucestershire
Inspection number	10217347
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	23
Number of children on roll	19
Name of registered person	Happy Kids Education Centre Ltd
Registered person unique reference number	RP556694
Telephone number	07776331002
Date of previous inspection	Not applicable

Information about this early years setting

Happy Kids Education Centre Ltd registered in 2017 and operates from a unit on a business park near Cheltenham. The nursery is based on the first floor of the building. They are open from 8:30am to 6pm, Monday to Thursday, and Friday from 9am to 3pm, all year round. There are five members of staff who work with the children. Two members of staff have appropriate childcare qualifications at level 6 and three are working towards appropriate childcare qualifications at level 3. The setting receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Anita McKelvey

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 manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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