

Inspection of Happifeet Nursery

154 Colyers Lane, Erith, Bexley DA8 3PS

Inspection date: 11 May 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children confidently say 'good-bye' as they happily part from parents and carers. This demonstrates that they feel safe and emotionally secure. Children are greeted by a designated key person. Children build a positive relationship with them to help to promote their sense of security. Children consistently behave well. They keenly find their name card and independently register their attendance. They eagerly hang up their coats and bags on labelled pegs to help to promote a positive sense of belonging.

Children's school readiness is at the heart of the curriculum. For example, children have many opportunities to promote their self-help skills, independence and confidence. This is demonstrated when children independently use the toilet and wash their hands and successfully serve themselves during mealtimes. Staff provide many opportunities for children to strengthen their small muscles in preparation for early writing. For instance, children squeeze dough and enthusiastically pick up objects with large tweezers.

Children with special educational needs and/or disabilities (SEND) are supported very well. Staff work effectively with external agencies to help identify and support children who have gaps in their learning. This helps all children make the best possible progress from when they first start.

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

- Overall, self-evaluation is effective. The provider and new manager have worked successfully together to help to improve the quality of practice and the provision, since the last inspection. Additionally, they have sought support from the local authority to help to improve and meet the requirements. Generally, staff access a range of training to further support their continuous professional development. Despite this, some staff have not yet accessed further training to help to improve the already good care for babies they already offer.
- The provider ensures that all staff who work with children are suitable to do so. She effectively follows robust procedures for safe recruitment. The manager provides new staff with an in-depth induction. Generally, this helps to ensure they understand their roles and responsibilities while working with children. Staff welcome supervision meetings and say that their well-being is supported well by the manager and provider.
- The sequenced curriculum provides children with enjoyable learning experiences across all areas of learning. For example, babies are fascinated by the textures of flour and dried pasta and toddlers excitedly splash in troughs of water. Older children independently access art and craft materials and draw pictures of 'superman'. Overall, most staff assess and extend children's learning well as they

play and learn. Nevertheless, inexperienced, new staff are not supported as well as they can to help to improve their interactions with children.

- The provider uses additional funding effectively to ensure all children access the funding they are entitled to, in particular children with SEND. This helps staff to provide individual support for those children who require it the most. Despite this, some assessments, in particular a progress check at the age of two, are not precise to help to further identify any significant emerging concerns in a child's learning and development.
- Staff provide children with many opportunities to help to promote their good health. For example, children have plenty of fresh air and physical exercise, such as when they excitedly run, jump and negotiate obstacles outdoors. Furthermore, children enjoy a range of freshly prepared healthy meals and snacks and staff provide children with opportunities to talk about the importance of brushing teeth.
- The curriculum planning promotes communication and mathematical development well, overall. For instance, children listen to and enjoy stories staff consistently read. Older children enthusiastically count candles as they carefully display them on cupcakes made from dough. Younger children begin to recognise different shapes and colours and solve problems as they complete a wooden number puzzle.
- Partnership with parents is effective. Staff regularly discuss the progress children make over time with parents. They say they notice an increase in children's vocabulary and the progress their children make is 'brilliant'.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a clear understanding of her safeguarding responsibility. She always prioritises children's welfare. The manager and staff recognise when a child might be at risk of harm, such as female genital mutilation, and the impact of domestic abuse on children's safety and welfare. They know who to raise their concerns about a child with, including allegations against a member of staff if necessary. Staff attend frequent training to develop their knowledge further. They demonstrate good knowledge of their safeguarding responsibility. The designated attendance officer monitors children's attendance. Any instances of poor attendance are swiftly followed up to help to ensure all children are kept safe.

What does the setting need to do to improve?

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

- seek professional development opportunities, especially for the care of babies
- monitor staff performance more closely, particularly for less-experienced staff to help to support and improve interactions

- strengthen systems to record children's progress at the age of two.

Setting details

Unique reference number	EY561903
Local authority	Bexley
Inspection number	10202172
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	0 to 4
Total number of places	44
Number of children on roll	47
Name of registered person	Falope, Mercy Adenike
Registered person unique reference number	RP515062
Telephone number	07834455641
Date of previous inspection	22 June 2021

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 10 members of staff. Three staff, including the manager, hold early years qualifications at level 3. The nursery is open Monday to Friday all year round from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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