

Inspection of Happywoods Nursery

103 Bell Lane, Enfield, Middlesex EN3 5PH

Inspection date: 9 August 2022

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| 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

Children are happy and enjoy their time at nursery. They form close attachments to staff and this helps them to feel safe. Children develop a sense of belonging and make friends easily. All children make good progress in their learning, including those with special educational needs and/or disabilities. Staff are swift to identify any delays in children's learning and provide effective support to promote their development.

Children recognise their name or their photo, according to their age and ability, as they self-register their attendance. They discuss the nursery's boundaries and rules daily, which promotes positive behaviour. The children then choose what activities they would like to do. Staff teach children to re-enact stories creating their own props. This helps children to remember and recall stories and events and use their imaginations.

Children have daily access to outdoor play in a well-equipped garden. They are excited to go into the mud kitchen and make potions, mixing water, mud and sand, using spoons to stir the liquid and commenting on how thick and stiff it is getting. Younger children make their own play dough, carefully measuring the ingredients, adding water to the flour and mixing to make the dough. They use cutters to create shapes and learn how to manipulate the mixture with their hands.

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

- Partnerships with parents are strong. The manager ensures that parents receive regular updates on their children's development and progress. Parents report a high degree of satisfaction with the care and education given to their children.
- Staff plan their curriculum around the children's interests and learning needs. They know the children well and know what they need to learn next. Leaders reflect on the effectiveness of the teaching and learning and support staff to develop their practice. However, this support is not focused enough on ensuring all staff understand the delivery of the curriculum in relation to the different ages of children.
- Children are active learners and are eager to become involved in activities. Staff sit closely with children to guide them, while allowing them to make their own choices. Children begin to recognise letters and simple words as they play with sounds, letters and picture cards, matching the pictures to the correct sound. Older children are learning to blend three letter words.
- Staff support children's communication and language well. They engage children in conversation. Staff give clear instructions and extend children's vocabulary. For example, they talk about water being a 'liquid' and the importance of 'hydration'. Children water the soil in preparation for planting the flowers and

herbs, discussing the life cycle of the plants and what they need to thrive and grow.

- Children become independent from an early age and they behave well. Children serve themselves, pour their drinks and wash their hands. They are provided with healthy, nutritious meals and discuss the importance of eating their vegetables. Children are supported well during toilet training and are encouraged to follow good oral health processes.
- Staff provide opportunities for children to develop their social skills. They teach children how to be kind to each other and follow safety rules, such as walking inside. Staff give children opportunities to work together in small or large groups. However, staff do not always adapt more complex activities well enough for younger or less-able children, which leads to children becoming distracted.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their knowledge of safeguarding matters and undertake regular training. They are alert to any signs or changes in behaviour that could indicate that a child is at risk of harm. Staff are fully aware of the 'Prevent' duty and how to protect children from becoming involved in radicalisation. They understand the importance of keeping good records and they know where to report any concerns. The provider and manager check the suitability of all staff regularly to ensure they continue to be 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:

- improve the planning of group activities, so that staff can help younger or less-able children join in and maintain concentration
- refine the extensive monitoring and support for staff, to be able to fully identify areas for development that will improve the consistency of the delivery of the intended curriculum.

Setting details

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| Unique reference number | 2554738 |
| Local authority | Enfield |
| Inspection number | 10221618 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 48 |
| Number of children on roll | 31 |
| Name of registered person | Machado, Carolina |
| Registered person unique reference number | RP544472 |
| Telephone number | 07598020789 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Happywoods Nursery registered in 2019. It is situated in the London Borough of Enfield. The nursery operates each weekday from 7.30am to 6pm, for 49 weeks of the year. The nursery receives funding for the provision of free early education for children aged two-, three- and four years. There are eight members of staff, of whom six hold appropriate early years qualifications at level 2 or above.

Information about this inspection

Inspector
Hilda Miller

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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