

Inspection of Happy Hands Childcare

Village Hall, 11 Bertone Road, Barton Seagrave, Kettering, Northamptonshire NN15 6WF

Inspection date: 16 November 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

Children arrive happy and excited to see their friends. They are welcomed by staff who eagerly greet them with smiles. Children who are new to the setting are given the time they need to settle before staff gently encourage them to take part in the activities on offer. Children make close bonds with staff and show they feel safe and secure as they confidently move around the setting, making choices in what they would like to do.

Children have access to an extensive selection of resources. The environments are spacious and provide children with opportunities to develop their physical skills. Outdoors, children learn to manage their own risks as they climb large equipment or negotiate space as they weave in and out of tyres on tricycles.

Children show a positive attitude to learning as they busily collect autumn leaves for their 'potions'. They experiment with various utensils as they stir, scoop and bash leaves and twigs in bowls. They develop hand strength as they squirt water into flour that they mix to make a paste. Children talk openly and clearly about what they are doing. They are friendly to each other and play harmoniously.

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

- Staff have developed a curriculum that meets the needs of all the children. The special educational needs coordinator (SENCo) is effective in identifying and supporting children with special educational needs and/or disabilities (SEND). Plans are put into place quickly to ensure that children are making progress. The SENCo works well with outside agencies to provide ongoing support to staff, children and parents.
- Staff use children's interests to plan a child-led environment. They use play opportunities to hold meaningful conversations with children. For instance, as children paint, staff skilfully encourage them to name the colours they use and to talk about their picture. Children happily engage in conversation, saying, 'It's mummy's colourful dress.'
- Overall, children are engaged in their learning experiences. However, at times, younger children lose interest during adult-led group activities. Staff do not organise group sessions to use them to their full potential, to ensure all children are able to engage in the learning opportunity. For example, story times are not well planned to keep the attention of all children.
- Staff are good role models, and they encourage children to be kind, take turns and share. Generally, children's behaviour is good. However, staff are not always consistent in teaching children about the expected behaviours, such as reminding children to use manners.
- Children get to know their local community. They go on walks where they watch

building work develop. They visit the family of swans at the lake, learning how to keep safe around water. Visits to the allotments give children the opportunity to learn about where food comes from. This means children develop a good understanding of their local community and the world around them.

- Children's self-care routines are excellent. Children know to select coats from named pegs and put on their wellington boots before going out to play. They enjoy the responsibility of sweeping up and setting the table for lunch. They embrace the challenge of pouring their own drinks and cutting up fruit at snack time.
- Children benefit from healthy practices. Well-planned home-cooked meals are prepared for children daily, meeting a variety of dietary needs. Children pick fruit for snack from fruit trees in the garden and excite at bringing in vegetables that they have grown at home. Children routinely know to wash their hands before mealtimes, showing an understanding of hygiene practices.
- Partnerships with parents are strong. Staff share information with parents about their children's development. They offer suggestions to parents for learning at home, so they can continue to support their child's development. Parents speak highly of staff and the caring, supportive relationships that staff have with the children.
- Managers are ambitious and have a clear focus on driving improvements within the setting. They carry out staff supervision sessions and provide feedback to staff on improvements that could be made. However, staff need further support on how to improve the planning and delivery of group activities.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They know the possible signs that a child may be at risk. They understand the correct procedures to be followed if there are concerns about a child's welfare. Staff's knowledge of safeguarding is regularly tested to ensure their knowledge is up to date. The management team follows effective recruitment procedures and carries out ongoing checks to ensure that staff caring for children are suitable. Risk assessment arrangements are effective to ensure the environment is safe and secure. Children are taught to stay safe when out in the local community as they learn about road safety.

What does the setting need to do to improve?

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

- manage staff to be consistent in teaching children expected behaviours
- develop staff skills to improve the planning and delivery of group activities, taking into account children's individual interests and abilities.

Setting details

Unique reference number	2551869
Local authority	North Northamptonshire
Inspection number	10250820
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	2 to 11
Total number of places	35
Number of children on roll	70
Name of registered person	Happy Hands Childcare Limited
Registered person unique reference number	2551868
Telephone number	01536 721114
Date of previous inspection	Not applicable

Information about this early years setting

Happy Hands Childcare registered in 2020 and is managed by a limited company. It is located in Barton Seagrave, Northamptonshire. The setting employs seven members of childcare staff. Four hold early years qualifications at level 2 and 3. The setting opens from Monday to Friday, during term time. Sessions are from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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.
- 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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