

Inspection of The Happy Homestead

Kate's Meadow, Butterwick Road, Messingham, Scunthorpe, North Lincolnshire
DN17 3PL

Inspection date: 30 January 2023

Overall effectiveness	Good
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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 ethos of the setting ensures that children learn about the environment, nature and the changing seasons. Children help to grow vegetables and fruit during the summer months. They see the management of the animals on the land. This promotes children's understanding of wildlife and growing cycles.

Children enthusiastically enter the safe and secure premises. Friendly and approachable staff welcome them into the setting. Children confidently say goodbye to their parents as they run to greet their friends. Staff give reassurance to children and recognise when they need extra support and comfort. For example, when children have been affected by the COVID-19 pandemic and have had minimal contact with other children, they ensure these children have opportunities to become comfortable around others.

Children receive a varied curriculum which is largely delivered outdoors. Staff have high expectations for all children and know what they want them to learn. They know their key children well and have targeted approaches for their learning, based on children's interests. Staff support children in expressing their emotions. They act as excellent role models and ensure children treat each other with respect and care. Staff promote empathy as they talk about behaviour and the impact of children's behaviour on others.

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

- The curriculum is well delivered. Staff react spontaneously to children's interests as they play. For example, they quickly respond to a child's interest in dinosaurs as they extend an activity. Staff talk about the different species and compare the sizes, using descriptive language.
- The manager monitors staff's observations and assessments of their key children. She ensures staff accurately identify the next steps in children's learning. Children subsequently make good progress.
- Staff promote communication and language very well as the children invite them into their activities. They skilfully support children's imaginative play. For example, staff encourage children's creativity as they ask them about the treasure and the pirate ships. They introduce new vocabulary as they pretend to view the horizon through the telescope.
- Children's mathematical development is promoted well. They gather around staff to compare the sizes, colours and the number of legs of insects, then sort them into groups of similar types.
- Physical development is promoted well. Children have ample opportunities to run around and climb. Staff support children to take safe risks. They encourage children to learn how to jump safely from small heights.

- Staff help children to develop their independence. They encourage children to open the packets in their packed lunches, and praise them as they do things that they perceive to be challenging. Children know they need to find their coats and shoes before going out to play, and try to zip these up to keep warm.
- Staff support children's emotional well-being effectively. They help children to resolve conflicts with their friends. Staff encourage children to respect each other and the decisions in their play.
- Partnerships with parents are positive. Parents are very complimentary about the care and education provided. They appreciate the communication relayed via an online application, verbal feedback and routine reports. Parents are aware of the progress their children are making.
- Staff support children's transitions to school. They ensure children are emotionally and physically prepared. Staff share information with schools to support children's ongoing learning and development.
- Leaders accurately reflect on the quality of the provision. They identify areas to develop and changes they would like to make, to support children and staff.
- The setting encourages healthy lunch boxes and supports parents with suggestions about healthy content. However, staff do not always check to ensure packed lunches are stored appropriately in the setting.
- Well-established routines throughout the day ensure children know what will happen next. For example, at lunchtime, children know they need to wait for all children to wash their hands and be seated before they eat. However, this means children can be waiting a long time. In addition, as children choose outdoor play, large gatherings can develop as children find their coats and shoes. As a result, the area where children need to change their footwear becomes very busy and, at times, chaotic.

Safeguarding

The arrangements for safeguarding are effective.

Staff accurately risk assess the premises. They enable children to take safe risks in the context of the ethos of the setting. For example, children participate in sitting around the fire pit where they toast marshmallows. Staff have a good awareness of the signs of abuse and neglect, and know the procedures they must follow should they have concerns about children. They are aware of how children can be exploited and how they must be protected.

What does the setting need to do to improve?

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

- manage daily routines more effectively to ensure children are not waiting for extended periods of time
- consider ways of ensuring all packed lunches are stored appropriately.

Setting details

Unique reference number	2664949
Local authority	North Lincolnshire
Inspection number	10275824
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 8
Total number of places	19
Number of children on roll	42
Name of registered person	Moorwell Miracles Limited
Registered person unique reference number	RP911243
Telephone number	0799295470
Date of previous inspection	Not applicable

Information about this early years setting

The Happy Homestead registered in 2021 in Messingham, Scunthorpe. It operates Monday to Friday from 8am to 5pm, during term time and for two weeks in the summer holidays. The provider employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 the curriculum and what they want children to learn.
- Children spoke to the inspector about what they enjoy doing while in the setting.
- 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.
- 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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