

Inspection of Sylvia's Happy Childcare

Trust Education, 131 Salusbury Road, London NW6 6RG

Inspection date: 18 August 2023

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

Friendly staff welcome the children into this nurturing setting. The children become excited as they explore the play environment. They seek out their friends and favourite toys. The staff build good attachments with the children and offer them praise and celebrate their achievements. This develops children's confidence and self-esteem. Children's behaviour is excellent. They show a good attitude to learning and a willingness to give things a go. Staff are good role models. They use manners and gentle reminders for children, such as using 'kind hands' and 'indoor voices'. Staff encourage older children to resolve conflicts themselves. For example, children can be heard telling others that they 'have to be kind' and that 'it's not nice to push'. This helps children to manage their feelings and behaviours and understand the impact they can have on others.

Children know the expectations at lunchtime, patiently waiting for their turn to wash their hands. Older children are learning to be independent, such as confidently using their knife and fork to cut their food and pouring their own water. Babies sit together at the table and are encouraged to feed themselves with a spoon and fork. These routines teach children to become increasingly self-sufficient.

Children enjoy familiar stories and songs. For example, babies are excited to join in with the song 'Old MacDonald Had a Farm' by pulling out animal puppets from a bag and placing them on the farm. Older children participate in an interactive elf story and listen closely so that they know when to join in. Staff read to children with enthusiasm, and children relish opportunities to actively participate, joining in with the rhyming language in books and anticipating what is happening in the story.

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

- Children are making good progress. Managers and staff provide a curriculum that focuses on their understanding of children's development and what they need to learn next.
- Staff interact well and offer children support and guidance. This helps to extend children's concentration and engagement. However, at times, during adult-led activities, some staff do not always differentiate their teaching to meet all children's individual learning needs. This results in some children not being sufficiently challenged.
- Children delight in conversations with adults and each other, contributing proudly during circle time. For example, children share what happens on a trip to the doctor for a vaccination. Children show they are confident to speak and communicate with enthusiasm.

- Staff prepare children well for their transition within the nursery and in readiness for starting school. Younger children confidently communicate their needs and feelings to staff. Older children enjoy engaging in discussions and answering questions to help them become confident communicators. Children learn to manage tasks for themselves to build their independence, such as registering themselves on arrival and clearing away their plates and cups after lunch.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff work closely with parents and other professionals to provide individual focused targets that support their additional needs. As a result, children with SEND are making the best possible progress.
- The nursery is clean and well maintained, and good cleaning routines are in place to maintain a hygienic environment. Staff teach children the importance of handwashing routines to support healthy lifestyles. The nursery provides freshly prepared meals every day according to children's dietary needs.
- Children follow instructions well. For example, they listen as staff explain how they need to make a circle to give everyone sufficient space to move about in. Children follow directions as they work out how to do this by themselves.
- The strong and efficient management team monitors the quality of the provision effectively to identify and make continuous improvements. This includes providing a programme of training for the staff team. Parents provide extremely positive feedback, particularly regarding how well key persons know their children and how well staff communicate with them on a daily basis, including the weekly newsletters.
- Staff gather information about each child when they start at the nursery. They carry out regular assessments of children to gain a better understanding of their development, including the written assessment for children aged between two and three. Staff use this information to plan activities and experiences to ensure that children are meeting their expectations in all areas of their development. Children make good progress from their starting points, and staff share information regularly with parents to keep them updated with their ongoing achievements.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend safeguarding training and understand their role and responsibilities to keep children safe from harm. Staff have a secure understanding of the policies and procedure to follow if they have any safeguarding concerns. This includes the procedure to follow in the event of an allegation against a member of staff. The premises are safe and secure. Risk assessments are carried out, and any potential risks or hazards identified are promptly removed.

What does the setting need to do to improve?

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

- continue to develop the implementation of the curriculum, particularly during adult-led activities, to target teaching more precisely and to offer all children appropriate levels of challenge.

Setting details

Unique reference number	2649096
Local authority	Brent
Inspection number	10231494
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	1 to 3
Total number of places	47
Number of children on roll	55
Name of registered person	Sylvia's Happy Childcare Partnership
Registered person unique reference number	2649095
Telephone number	07908667509
Date of previous inspection	Not applicable

Information about this early years setting

Sylvia's Happy Childcare registered in 2021. It is situated in the Brondesbury, Queens Park area of the London Borough of Brent. The provider employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 to level 6. The nursery opens from Monday to Friday, 8am to 6pm. The provider receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Anne Maher

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector looked at relevant documentation, including staff suitability to work with children.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke with the provider about the leadership and management of the nursery.
- Children spoke and engaged with the inspector during the inspection.
- The inspector took account of the views expressed by parents.

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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