

Inspection of Happy Kids Thrybergh

Thrybergh Primary School, Oldgate Lane, Thrybergh, Rotherham S65 4JG

Inspection date: 6 September 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Managers and staff work as a harmonious team and are remarkable at meeting the needs of all children. They work together to ensure that children get the best start to their early education. Staff know children well and all children thrive in this setting. Staff nurture children so that they develop confidence and feel valued. Children make excellent progress from their starting points in learning and staff consistently review and monitor children's progress. Managers and staff build close relationships with parents from the very start. Staff greet families at the beginning of the day and children settle easily into this calm, spacious, caring and stimulating environment.

Children have endless opportunities to explore and experiment indoors and outside in the natural environment. Staff create activities and experiences to meet the interests and abilities of each child. Children excitedly harvest vegetables in the garden. Staff crouch close by and encourage children to search for the vegetables. Staff ask questions and children describe the carrots, potatoes and tomatoes.

Children and staff share meals and snacks together at the table. This helps children to learn to make healthy choices and develop their independence. Children are offered healthy meals, use cutlery, learn to pour drinks and chat together. Staff have been awarded an accreditation for introducing healthy foundations to children, including healthy eating, exercise and brushing teeth. Children's behaviour is excellent. They are patient and kind to each other. Staff teach children to take turns and give them opportunities to take responsibilities, such as spooning and stirring as they make play dough.

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

- Staff identify children's starting points in development during settling-in visits. They observe children and gather information from parents. The manager uses this information to plan a sequenced and challenging curriculum with a clear intention to meet the needs of each child.
- Staff are deployed with care and have clear roles and responsibilities so that they consistently offer rich experiences to meet the needs of all children. Each child has a key person, who builds a close bond with children and their parents. Staff are engaged and highly motivated. This helps children to show high levels of confidence in social situations. Children respect each other and demonstrate a clear understanding of the importance of good behaviour.
- Interactions between children and staff are exceptional. Staff listen to children and respond with care and affection so that children feel valued. Staff tune into each child, they repeat back the correct pronunciation of words and consistently reiterate their understanding of children's language.

- Staff are skilful, creative and playful in their interactions to extend children's language. For example, they pretend they have forgotten the play dough ingredients to encourage children to remember what they have learned. Children gleefully fill in the gaps.
- Staff speak to parents in daily conversations and invite parents to play sessions, where they find out more about children and share ideas. Parents know their child's key person well and say that they trust and value staff. They say that their children love the setting and are making excellent progress. Parents value the understanding and support from staff.
- Staff are emotionally available for children. They sit among children as they play, creating a calm environment where children can make choices. Staff promote a love of books and reading. Books are available in every area and children enjoy choosing, turning pages and being read to.
- Managers and staff work closely with a wide range of professionals including health visitors, the inclusion team, speech and language support and educational psychologists. Staff develop individual learning plans for children with special educational needs and/or disabilities (SEND). They recognise children's progress and celebrate every small achievement. Managers and staff support children's moves to school through sharing information and visits with parents, school and other professionals.
- Managers are knowledgeable about support systems. For example, they make prompt referrals to outside agencies, receive specialist support to develop interventions and access funding so that they offer the best care for children. They have used additional funding to build a sensory area and to provide sports activities to build the confidence of children in small groups.
- The manager leads with great skill and openness. She is knowledgeable about children and staff, who like and trust her. Staff say they feel listened to and valued. They are knowledgeable, sensitive and flexible. Staff constantly evaluate and reflect on their practice. They know each child well and can explain why and what they are doing to support children. Staff recognise what has worked well and what might need adapting.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the types of abuse and recognise the possible signs and symptoms of abuse. They know how to get more help and how to make a referral. All staff have received safeguarding training and know the safeguarding contacts numbers, which are displayed in the setting. They record accident and existing injuries and monitor these regularly. Attendance Registers are accurate, and staff promote children's attendance.

Setting details

Unique reference number	2631457
Local authority	Rotherham
Inspection number	10285310
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	Happy Kids Childcare Limited
Registered person unique reference number	RP906420
Telephone number	01709855422
Date of previous inspection	Not applicable

Information about this early years setting

Happy Kids Thrybergh registered in 2021 and is located in Rotherham. The setting employs eight members of childcare staff. The manager holds an early years qualification at level 5 and six staff members hold relevant childcare qualifications at level 3. The setting opens during term time, Monday to Friday, from 9am to 3pm. It offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Caroline Brooks

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 showed the inspector the areas used by children and explained how the early years setting is organised.
- The inspector held a number of discussions with the managers, leaders and staff.
- The inspector looked at relevant documentation.
- The manager and inspector completed a joint observation of an activity.
- The inspector observed play and interactions between children and staff inside and outside.
- The inspector spoke to several parents during the inspection and took account of their views.

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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