

Inspection of Happy Kids Newbury Ltd

Winchcombe School, Maple Crescent, Newbury RG14 1LN

Inspection date: 30 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders have considered the skills and knowledge they want children to develop over time, but the quality of teaching is variable. Staff plan and provide activities based on children's interests, but they do not ensure that all children are engaged and motivated to learn. At times, some staff do not demonstrate a secure understanding of the learning intentions of activities. As a result, children's learning and development is not always supported through teaching that is tailored to their needs. This means that children do not always make the best possible progress. However, when staff are successful in providing richer teaching experiences, children are inspired to learn and quick to participate. For instance, children enjoy playing in the mathematics area. They experiment with magnets. They attach them together and use mathematical language related to size. Children develop their fine motor skills when colouring in templates and learn about shape.

Children demonstrate they are happy and feel secure in the care of staff. Staff greet children warmly and are attentive to their needs. Children put away their belongings on arrival. Staff consistently remind children of rules and procedures. As a result, children are familiar with routines. Children have formed secure attachments with staff and each other. They enthusiastically seek out their friends and independently explore the setting. However, when children display unwanted behaviour, such as carrying pointy sticks while walking on balancing beams, staff do not help them to understand why this is not appropriate.

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

- Staff provide a variety of toys and resources to support children's interests and the learning intentions of the curriculum. However, the inconsistencies in teaching mean that children do not always receive the targeted support they need to make the best possible progress in their learning and development. Leaders have identified the weaknesses in staff practice, and staff receive supervision meetings and training. However, current systems are not robust enough to coach and support staff in their professional development and monitor the quality of teaching to ensure that it is effective for all children. Despite this, staff know their key children well. They understand where the children are in their development and what their next steps are.
- Staff are kind and caring. They are attentive to children's needs and provide lots of praise and encouragement. Overall, children behave well. However, there are some inconsistencies in how staff approach unwanted behaviour, specifically related to keeping themselves and others safe. Some staff are proactive in explaining why some behaviour may be unsafe, whereas other staff are not. This means that children do not always understand potential consequences of their actions.

- Staff provide opportunities for children to develop their independence. For example, children are encouraged to look after their own needs, such as hand hygiene and toileting. Children make independent choices and follow their interests. They enjoy squeezing and moulding dough into cakes. They make decisions to play inside or outside. However, not all staff ensure that children learn how to keep themselves warm, such as putting on appropriate clothing for outside play.
- Staff read stories and support children's understanding of literacy. They introduce children to new words and phrases. They encourage children to answer questions and point to pictures in books. Children experiment with the formation of words and sentences during group singing activities. These experiences help to develop further their communication and language skills. However, not all staff provide time for children to share their own knowledge, think their ideas through, and respond to questions they are asked, to maximise their learning.
- Staff provide good opportunities for children to access fresh air and exercise. For example, children enjoy developing their gross motor skills while using the climbing frame. They develop balance and coordination while walking on balancing beams. These experiences help to support children's physical development.
- Partnerships with parents are good. Parents comment that they feel supported and that children enjoy attending. Staff provide parents with regular updates on their children's learning through electronic communication and face-to-face discussion. This involves parents well in their children's learning and development.
- The special educational needs coordinator (SENCo) supports children with special educational need and/or disabilities well. The SENCo works tirelessly to ensure that children's needs are met. She quickly identifies children who require extra support and uses targeted intervention that is tailored to their needs. She ensures that children receive timely referrals to other professionals. This helps to close gaps in children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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provide effective support, coaching and training to all staff to enable them to improve their practice and to ensure that they offer consistently good-quality learning and development experiences for all children.	06/03/2024
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To further improve the quality of the early years provision, the provider should:

- help staff to teach children consistently the boundaries to enable them stay safe and secure.

Setting details

Unique reference number	EY497419
Local authority	West Berkshire
Inspection number	10307922
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 4
Total number of places	53
Number of children on roll	53
Name of registered person	Happy Kids Newbury Ltd
Registered person unique reference number	RP901736
Telephone number	01635 45879
Date of previous inspection	26 March 2018

Information about this early years setting

Happy Kids Newbury Ltd opened in 2004 and re-registered in 2016 as a limited company. It operates from a purpose-built building located in Winchcombe School grounds, in Newbury, Berkshire. The setting is open each weekday, from 9am to 3pm, during term time only. It receives funding to provide free early education for children aged two, three and four years, and employs eight staff. The manager holds a level 6 qualification and the deputy manager holds a level 6 qualification with early years teacher status. Two staff hold early years qualifications at level 3 and three staff hold qualifications at level 2.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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