

Inspection of Happy Orkids Ltd

Wohl Ilford Jewish Primary School, Forest Road, Ilford IG6 3HB

Inspection date: 4 September 2024

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

The dedicated manager and her equally committed team welcome children warmly to the exciting and inviting play environment. They work hard and invest time in getting to know the children and their families. Children arrive happy and are keen to come into the nursery. Children who are new to the nursery are given a great deal of care and support to help them feel safe and secure. There is an ambitious and well-thought-out curriculum in place. Staff carefully plan experiences in the nursery based on children's interests. Children show high levels of engagement. For example, when making dough, older children carefully scoop and mix different ingredients. Staff show genuine interest in what children do and say. There is a lot of laughter, kindness and respect throughout the nursery.

Children's behaviour is good. They listen and follow instructions. They sit well together on the carpet at group times and are learning to respectfully listen to each other when it is other children's time to speak. Staff have high expectations of the children. Together, staff and children discuss the 'golden rules' of the nursery and what each one means. Staff and children refer to the rules during the day. For example, children understand that using a sand timer will mean that everyone gets a turn during an activity.

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

- Senior leaders and the manager are passionate about the vision and ethos of the nursery. They ensure that children's well-being and development, and partnerships with parents and their staff team, are a priority. Together, they reflect on their practice. The manager recognises the importance of keeping staff's professional development up to date.
- The special educational needs and/or disabilities coordinator has an extensive knowledge of how to support children with special educational needs and/or disabilities (SEND). She works alongside all staff, parents and external agencies to ensure that children's individual needs are being met. Consequently, children with SEND and those from disadvantaged backgrounds progress well. Staff are dedicated to creating an inclusive environment for all children.
- Children show a positive attitude to doing things for themselves and develop their independence and sense of responsibility successfully. For example, babies happily feed themselves at lunchtime. Older children proudly scrape their plates after they have finished eating. Children are keen to practise these tasks and receive lots of praise for their achievements. This helps to raise their self-esteem and confidence in their abilities.
- Partnerships with parents are a key strength of the nursery. Staff develop very good relationships with parents, offering regular updates about what their children are learning. Parents comment that their children have 'grown in

confidence' and have been given the 'love and tools to succeed at school'.

Parents have opportunities to spend time in the nursery and to learn new skills themselves. For example, they can attend workshops, such as first aid training.

- Staff work together extremely well. The manager values the staff team and uses supervision sessions to talk about their well-being. Staff comment that they feel valued and supported.
- Staff plan exciting and well-thought-out activities. For example, children enjoy using toothbrushes and shaving foam to practise brushing teeth on a paper cutout. Children are fascinated as they explore with water outside. They use different resources to pour and scoop. Some children use cloths to wash the baby dolls in the water tray. Staff understand what they want children to learn during these activities. However, on some occasions, some staff do not expand on children's learning or ask enough challenging questions to extend children's thinking further.
- Children enjoy a spacious and well-equipped garden space and have plenty of opportunities to be outside and explore freely. They practise their physical skills in a variety of ways. For example, children thoroughly enjoy their weekly music and movement session, where they learn to move their bodies in a range of ways. Children are served healthy and nutritious meals and staff understand the importance of promoting healthy lifestyles.
- Staff support language well. They provide children with opportunities to engage in individual and group discussions. This supports children to become confident communicators. Children of all ages develop a love of stories. Staff create interactive storytelling sessions, and children show great enjoyment at acting out different parts of the story with their friends. Children and staff enjoy songs and rhymes. They routinely burst into song throughout the day. Children eagerly sing the 'morning train' song as a group. This helps to create a motivated and joyous atmosphere at the beginning of each day.

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

- support all staff to develop their teaching strategies to consistently challenge and extend children's learning.

Setting details

Unique reference number	2680358
Local authority	Redbridge
Inspection number	10350673
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	0 to 11
Total number of places	66
Number of children on roll	172
Name of registered person	Happy Orkids Ltd
Registered person unique reference number	2680357
Telephone number	02085007817
Date of previous inspection	Not applicable

Information about this early years setting

Happy Orkids Ltd registered in 2022. The nursery is operated by Happy Orkids Ltd company. It is situated in the borough of Redbridge. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications between levels 2 and 6, including one with qualified teacher status. The nursery opens throughout the year, from Monday to Friday. Sessions are from 7.30am until 6pm. After-school and holiday provision is also provided for school age children. The nursery provides funded early education for children age nine months to four years.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- 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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