

Happi Feet Nursery

47 Erith Road, BELVEDERE, Kent, DA17 6HF

Inspection date	23/01/2014
Previous inspection date	08/03/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children play in welcoming, bright playrooms where staff ensure resources and toys are stored at children's height, enabling choice of activities.
- Staff understand the importance of outdoor play for children to promote a healthy lifestyle and provide daily opportunities for all children.
- Staff work well in partnership with the parents, sharing information on a regular basis to meet children's individual needs.

It is not yet good because

- Systems to monitor the quality of teaching do not identify inconsistencies in the opportunities offered to younger children. Consequently, they are not always provided with activities that fully interest or challenge them.
- Staff do not use snack time as a learning experience or help children make healthy choices.
- Some staff use closed questions and do not always encourage children to extend their language to further promote their communication skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing in all rooms within the nursery.
- The inspector carried out some short observations with the manager.
- The inspector sampled documentation including safeguarding documents and children's assessment files.
- The inspector sought parents' views through discussion on the day of the inspection.

Inspector

Jane Wakelen

Full report

Information about the setting

Happy Feet Nursery registered in 2012. It operates from a renovated house in Belvedere, Kent. It is close to all main transport links and there are parking facilities outside. The nursery operates Monday to Friday for 52 weeks of the year from 7am to 7pm. Children's play rooms are set out over two floors with the under threes on the ground floor in two separate rooms and the over three's have the use of two rooms on the first floor. There is a separate kitchen and toilet facilities with additional access to a disabled toilet. Separate staff facilities are available. There is a large, enclosed outside area for outside play.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 80 children on roll in the early years age range. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are twenty members of staff overall; this includes the cook and administrator. Seven of these hold a relevant National Vocational Qualification (NVQ) in early years to Level 3, five staff hold NVQ level 2 and eight staff are unqualified.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consider the individual needs of every child to plan challenging and enjoyable experiences that address their interests and stage of development, with particular regard to younger children.

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

- further support children's communication and language skills through open-ended questioning and helping children expand on what they say, introducing the use of more complex sentences, especially for those developing their language skills
- improve snack time for children by offering a choice of snacks and using it as a social, learning opportunity to further support children's independence
- strengthen systems to monitor staff practice and aspects of the educational programme to ensure consistency throughout the nursery.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children play in rooms according to their age and stage of development with a sufficient range of toys and resources. Staff ensure the seven areas of learning are reflected within the accessible resources and use the space accordingly around the room. Children generally enjoy the toys and activities planned by the staff. The quality of teaching for pre-school children is strong. However, in the toddler room teaching is less effective and activities do not provide sufficient challenge. At times, this results in children becoming boisterous and not engaged in activities. This is as a result of staff not fully analysing observations to identify the learning taking place. Consequently, children's next steps are not always effectively identified to inform the planning.

Staff build good relationships with the children and the majority are able to say how they support children's learning and development. Some staff support children well, providing additional equipment or asking appropriate questions to extend children's understanding. However, this is not consistent amongst the staff team, resulting in some children not making good progress.

Children enjoy daily physical play outdoors that is planned into the daily routine. This is because it is not possible for most children to use the outdoor area freely throughout the session, due to the layout of the building. Children benefit from the fresh air and exercise as they enjoy opportunities to dig in the mud using various tools. Children arrange milk crates and tyres into stepping stones, developing their balance or ride the tricycles using the pedals, developing their spatial awareness and physical skills. The youngest children are taken outside and have a mat to sit on for non mobile babies. The early walkers or pre-walkers are supported by the staff to become mobile. Indoors children are encouraged to move to music doing exercises or simple obstacle courses. All rooms offer opportunities to enable children to develop their fine physical skills through puzzles, threading or joining and building with small bricks.

Children enjoy the many messy play activities organised such as flour play, painting and gloop. Staff provide a range of resources to encourage children to experiment although on occasions the quantity of the resources affects the learning taking place. For example children use sand in small trays on the table or a larger tray on the floor that allows children to sit in the sand. However, insufficient sand in either container prevents children digging or filling containers. Consequently, children do not make full use of some of the resources to extend their learning.

Staff talk to the children about what they are doing, asking questions to ascertain children's understanding and knowledge. However, on occasions some staff use closed questions and fail to add additional vocabulary or extend sentences to support children's skills. Consequently, some children that are non-communicators are not encouraged to try to become vocal. Each room has a book area which is usually a corner with soft cushions and some cuddly toys. The majority of staff use books to encourage children to label pictures with some key people knowing children's favourite books and stories.

Children are beginning to develop their mathematical skills during play. For example, the older children count the crates as they walk on them in the garden. They talk about wanting more paper when drawing or ask for the small penguin when playing in the flour. Staff working with the youngest children, encourage children to identify colours of shapes and use shape sorters to begin to differentiate shapes. As children move up through the nursery, staff introduce shapes and sorting activities. Children see some numbers in their environment to use in practical ways. For example the tricycles have numbers on and children are encouraged to park their tricycle in the corresponding number bay by the fence.

All staff record written observations on children's learning which is then linked to the area of learning and children's next steps are identified. However, in some cases the next steps for younger children do not fully reflect children's stage of development. Consequently, they are not fully engaged or challenged by activities offered, resulting in boisterous behaviour. Staff record summative assessments and these are shared with the parents, with parental comments encouraged. This summative assessment is used for the progress check for two-year-olds. Parents are encouraged to contribute to this process and then share the assessment with the health care professionals to provide an informative record.

The contribution of the early years provision to the well-being of children

Staff understand the importance of building good relationships with all children and implement a key person system. This enables children and the parents to establish a familiar person to support the settling in process. As a result, children become confident, independent individuals. They learn to share the toys with the other children and to take turns, for example when playing box games with the staff. Praise and encouragement is given by the staff in all rooms to enable children to understand the expectations of the staff. In the main, children behave well. Children come from a wide range of cultural backgrounds with many different home languages. This is supported well by the staff who make a conscientious effort to find out children's home languages and to record a few simple words to support children's understanding. This is further extended by some staff that are able to speak in other languages.

Staff understand the importance of promoting a healthy lifestyle. All staff in each room ensure that the children are taken outside on a daily basis. If the very young children go out, staff ensure they are only out for a limited time to prevent them getting cold. Staff ensure all children are appropriately dressed for the weather enabling them to make full use of the outside equipment. Children follow good hygiene routines coming in from the garden and washing hands, to washing hands before eating and after using the toilet. Staff further implement hygiene routines at meal times and nappy changing to protect children's well-being. Children are provided with healthy meals with children's individual dietary needs taken into account. Snack times are social occasions with children sitting as a group. However, children do not receive a choice of snacks so they are unable to make

healthy choices. For example, children are offered a dry cracker. In addition, staff do not always use this time as a learning opportunity.

Staff help to teach children to keep themselves children safe. They ensure that the resources and equipment are suitable for the age of the children attending. When children use the scissors to cut staff remind them about keeping their fingers out of the way. Children using the upstairs rooms have to negotiate stairs each day. Staff offer gentle reminders about holding onto the hand rail to help keep them safe. Children take some controlled risks in the garden as they balance on the tyres and the crates, learning about balance and the importance of stepping in the middle of the crate. Staff carry out daily checks to ensure the environment is safe for the children.

Children play in bright, colourful rooms where staff have displayed children's work and posters around the room. Children are able to choose most resources as they are stored in low level storage drawers or shelving. This enables children to extend their own learning and interests. Each room is divided up into different areas of learning, helping children make informed choices about where to play.

Staff understand the importance of preparing children for their next move to the following room or to school. They carry out settling in visits to the next room, introducing the child and the parent to their next key person. The present key person works with the new key person to establish a good relationship with the child to help them move forward. The nursery is establishing good links with the local schools. Staff use the role play area to help children learn what to expect at 'big' school, such as the uniform and using a lunch box. Staff help children to develop their concentration and listening skills ready for group time at school. Children are encouraged to recognise their name at self-registration and to begin to hold the pencil correctly, to help them develop their early writing skills.

The effectiveness of the leadership and management of the early years provision

The management team have worked really well to make good progress since the last inspection. As a result, outcomes for children have improved. There has been a big increase in staffing, with over half the staff now holding relevant early years qualifications. Regular training is included and encouraged to improve staff's knowledge and skills such as how to support those children with English as an additional language and how to manage children's behaviour. The manager has used information from the children, staff and parents to inform her self-evaluation and to make changes to the setting. Monitoring systems are being implemented through the management team to ensure that all rooms are monitoring their provision and that children are making progress. However, systems are not fully effective in identifying all the weaknesses in place. As a result, some rooms have stronger practice and a clearer awareness of supporting children's different learning styles.

All staff have attended safeguarding training and show a sound understanding of the

process and procedure to follow. All the relevant documentation is in place including contact details for outside agencies if necessary. Staff carry out daily check lists for the environment and more involved risk assessments are completed by the manager and reviewed. Consequently, children play in a safe environment. There are effective systems in place to recruit staff and ensure they are suitable. All relevant checks are carried out with an induction and probationary period being implemented. Regular supervisions and appraisals are carried out to ensure the ongoing suitability of staff, including asking them to sign a disclaimer.

Partnership with parents is a strength of the setting. There are good methods of sharing information with the parents through newsletters, daily verbal communication and by sharing children's assessment records. Parents are fully involved in the care of their children and able to contribute to the assessment process. Parents help with fund raising events and are invited into the nursery to share their expertise to provide different opportunities for the children. The management fully support partnership working and work with the local authority receiving help to improve their practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY456083
Local authority	Bexley
Inspection number	911119
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	80
Name of provider	Mercy Adenike Falope
Date of previous inspection	08/03/2013
Telephone number	07834455641

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

