

Happy Kids Kendray

Kendray Resource Centre, Thornton Road, BARNSELY, S70 3NG

Inspection date

Previous inspection date

29/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| 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 | 2 |

The quality and standards of the early years provision

This provision is good

- Children's personal, social and emotional development is promoted well, as they learn to make relationships and play cooperatively with their friends.
- This is a homely environment where young children develop strong attachments with their key person. This results in children being happy, confident and sociable in the setting.
- Effective partnership working with parents means there is a continuity of learning between the setting and home, which contributes to the good progress children make.
- The senior team and all staff demonstrate a clear understanding of how to safeguard children and the steps to take if they have a concern. As a result, children are kept safe.

It is not yet outstanding because

- Some activities discourage younger children from early mathematics because they are over challenging and not always age-appropriate.
- There are fewer opportunities to practise early writing in the outdoor area; this means children cannot always use the resources in play, for example, they cannot write recipes or shopping lists in the mud kitchen.

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 spoke to the children during free play.
- The inspector spoke with the staff at regular intervals throughout the inspection and made observations of the children present, both indoors and outdoors.
- The inspector looked at all relevant documentation provided.
- The inspector took account of the views of parents and carers spoken to on the day and also of written views in the parental engagement file.
- The inspector carried out a joint observation with the provider.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector had a tour of the setting.

Inspector

Hayley Gardiner

Full report

Information about the setting

Happy Kids Kendray was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Kendray area of Barnsley and is part of the Happy Kids chain of nurseries. The setting serves the local area and is accessible to all children. The setting employs three members of permanent staff. Two staff hold early years qualifications at level 3 and the other holds a qualification at level 2. The setting opens Monday to Friday all year round, from 8am until 6pm. There are currently 13 children on roll. The setting provides early years education funding for children aged two-, three- and four-years-old and supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide a better variety of activities to support young children's early mathematical development, so that these are always age and developmentally appropriate
- extend the early writing opportunities for all children in the outdoor area by, for example, providing clipboards and pens that children can freely move from one area to another independently.

Inspection judgements

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

Children are making good progress in relation to their starting points because activities are planned to meet their individual needs and interests and cover the seven areas of learning. Practitioners have a good understanding of how children learn through play and provide a wide range of adult-led and child-initiated play based activities. As a result, children gain essential skills to support their future learning, for instance, when they move onto school. Parents are involved in their children's learning right from the start. This information, together with observations, helps to form the baseline assessment to begin children's learning journey. Thereafter, regular observations are recorded to establish how each child is developing and to establish their next steps in learning. The completion of the 'This is me at two' assessment ensures children's progress is tracked and early intervention is sought if required. The setting places a strong emphasis on working in partnership with parents. For example, parents are invited to 'stay and play' sessions to participate in activities with their children. Also, they are encouraged to share their children's learning at home through verbal exchanges and the use of a social media site. As a result parents' contributions are welcomed and shared effectively, which contributes to the good progress children make.

The setting provides a good learning environment for children covering all areas of learning well. However, while the activities in the mathematical area are suitable for the older children, they are less engaging for younger children because they are too challenging for them. All children can easily access resources and equipment as they are stored at a low level, which promotes their independence. Staff provide children with plenty of opportunities to develop their independence in the setting. Children are praised when they do well and this helps to build their confidence and self-esteem. Children learn about the wider society well; they use resources that reflect positive images of a wider world, such as dolls, books, play figures and dressing-up clothes. They take part in activities and learn about different festivals and celebrations, such as Christmas and Chinese New Year. The staff fully understand the importance of supporting young children to develop their skills in using technology. For example, younger children have fun playing with the small world activities that have flaps, buttons and lights. Children giggle and smile with enjoyment to show how much fun they are having. Children enjoy their time with the staff and participate in a range of interesting activities. The activities are planned in advance but there is sufficient flexibility to ensure children have free choice.

Children play outside where they learn to be physically active. They have free access to the outdoor area throughout the session, which allows them to choose from the different environments as they wish. The outdoor is used effectively, providing children with plenty of choices and resources to enrich their learning. However, there is scope to enhance the opportunities for early writing within the outdoors. Activities to support such skills are quite restricted and not transportable to other areas. As a result, children are unable to, for example, make shopping lists or recipes in the mud kitchen, or draw pictures of the mini beasts they collect in the nature area. Nevertheless, children enjoy exploring the mud kitchen. They transport jugs of water carefully from one side of the garden to another with confidence and ease, they use the tools appropriately to mix and dig in the mud, they then laugh and have fun as they do so. Children enjoy exploring the clay by using their hands to roll it and using cutters to make shapes. Staff display children's creative efforts so everyone can see and celebrate children's achievements and work.

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

The role of the key person is successfully implemented, ensuring children's care routines are adapted to their suit their individual needs. The children's key person spends quality time getting to know each of them, their siblings and their parents well. They gather good information from parents using the 'This is me at home' document, which supports and contributes to ensuring children's emotional well-being is well supported. This, together with flexible settling-in visits, helps to ensure children form secure emotional attachments with their key person. Staff are caring and have a friendly nature, as they warmly interact with new children. The new children enjoy cuddles as they quickly settle in the company of their key person, which shows they feel safe and secure in their care. Resources are stored at age-appropriate heights and the enabling environment promotes children's independence in their self-chosen tasks. For example, children who plan to draw confidently place large pieces of paper onto the easel. This demonstrates effective characteristics of learning, as children initiate their own activities and show a 'can do'

attitude. The staff plan very effectively to make sure children are happy and have plenty of attention to make them feel special.

The relationship between the staff, the children and their parents is effective in ensuring good care for all children. Children feel secure and flourish in staffs' care. They smile and laugh freely and, as they get older, they begin to enjoy getting close to the staff to talk about their experiences openly. This gives children a strong base and the confidence and self-esteem to progress and support their transitions to school. As a result, children are motivated, eager learners who participate enthusiastically in games and activities. Children are confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows children's increasing independence in making decisions about their own play and learning.

Children are well mannered and manage their own behaviour particularly well because the behavioural rules are fully embedded in routines. Sensitive reminders and positive reinforcement means children receive consistent messages, such as 'please don't pour your milk on the floor'. Children build strong relationships with their friends. They work together well as they play together and learn the social skills, which they can use in later life, such as school. Children are taught about being safe and what to do if they get lost out of the setting. Staff sensitively teach children about 'stranger danger'. A very good awareness of hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious, healthy snacks, such as toast, fruit and vegetables. Meal times work very well and children make choices and serve themselves their snack, such as fruit. Staff are skilled in encouraging children's independence, inclusion and learning during play and daily routines. Staff talk about what they are doing so that children understand about risks. They encourage children to take risks and this challenges them very effectively. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children comply fully with expectations and learn to keep themselves safe in an emergency through practising the fire escape plan. As children become more aware of safety, make friends and learn self-care skills, they gain essential skills and attitudes to support their future move to other settings. Children are very well prepared for their future learning. The staff have developed good links with the local school.

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

The setting is well organised and maintains all the required paperwork, such as children's information, accident records and a record of their attendance. All policies and procedures are shared with parents so they are aware of staff's responsibilities towards their children. All staff have a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in their care and know who to report any concerns to. They carry out thorough risk assessments of the setting and they take appropriate steps to keep children safe. Recruitment systems are strong and help to ensure staff suitability. All staff are appropriately have been subject to relevant Disclosure and Barring Service checks to ensure that they are suitable to work with children; staff receive a thorough induction so that they are aware of their roles and responsibilities and of expectations of the setting.

The senior management monitors the children's progress well. They have a good awareness of children's individual abilities and skills and understand that they develop at their own rate. There is a well thought out planning system to ensure that staff cover each area of learning with adult-led activities or through supported free play. Staff are well qualified and effectively translate their knowledge of the educational programme and of how young children learn into practice. Leaders demonstrate a good understanding of monitoring and evaluating their service. For example, they value any support and advice provided by the local authority, briefing sessions and from training courses. Effective performance management systems are in place. For example, staff mentor each other and work closely together, sharing ideas with each other; they show commitment and enthusiasm. Supervision and appraisals are in place with training programmes for all staff, so children benefit from trained and motivated professionals.

Partnerships with parents are very well established, ensuring children's development is effectively enhanced, while meeting their needs and supporting smooth transitions to nursery or school. Parents share information about their children with the staff and discuss children's progress when dropping off and collecting their children. Parents regularly engage in activities in the setting, such as parents' evening, Easter egg hunts and charity fund raising events. Staff have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. They have established very good links with local agencies and schools to support all children to ensure continuity of care and learning for all.

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 | EY470188 |
| Local authority | Barnsley |
| Inspection number | 940203 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 16 |
| Number of children on roll | 13 |
| Name of provider | Happy Kids Childcare Limited |
| Date of previous inspection | not applicable |
| Telephone number | 01226 294824 |

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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.

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