

# Happy Tots Private Day Nursery

270 Middleton Road, CRUMPSALL, Manchester, M8 4NB

<b>Inspection date</b>	01/04/2014
Previous inspection date	17/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		3
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

- Staff have a suitable understanding of child development and how children learn. As a result, all children make satisfactory progress across the seven areas of learning.
- Staff demonstrate an adequate awareness of the possible indicators of abuse and how to proceed should they be concerned about the welfare of any child in their care.
- Partnerships are a strength of the nursery. As a result, children with special educational needs and/or disabilities are supported well and parents are fully involved in their child's learning and development.

### It is not yet good because

- Some less experienced staff members are not sufficiently familiar with arrangements to identify risk. This means they are not sufficiently well placed to address all potential hazards.
- Some staff do not consistently and skilfully question children during activities. Therefore, they do not maximise opportunities to challenge and extend children's learning.
- There are some inconsistencies in behaviour management strategies because some staff do not always offer children explanations of why some behaviour is unwanted. As a result, children are not always supported to learn the behavioural expectations of the nursery.

## 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 observed activities in all the children's playrooms and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessments and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the nursery's self-evaluation form and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

## Inspector

Karen McWilliam

## Full report

### Information about the setting

Happy Tots Private Day Nursery was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large converted bungalow in the Crumpsall area of Manchester and is managed by a private provider. It serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at levels 2 and 3. The nursery opens Monday to Friday for 51 weeks of the year, from 8am until 6pm and children attend for a variety of sessions. There are currently 157 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- improve arrangements for the induction and supervision of new trainees to ensure that they know how to implement policies and procedures effectively, particularly with regard to safety.

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

- enhance the educational programmes for communication and language by skilfully questioning children during activities to extend and challenge their learning and development
- enhance children's understanding of the behavioural expectations of the nursery by consistently offering explanations about why some behaviour is unwanted.

## Inspection judgements

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

Overall, staff have an adequate knowledge and understanding of the learning and development requirements. Children have access to a good range of toys and equipment that cover the seven areas of learning effectively. Throughout the nursery staff make regular observations and assessments of children's progress and use this information to plan the next steps in their learning. However, not all staff are as confident in their delivery of the educational programmes as others, particularly with regard to supporting

children's communication and language development. This means that the quality of teaching and interaction is variable between staff. Although all staff are constantly engaged with the children, some staff do not always skilfully extend children's learning by asking open-ended questions. For instance, within the two- to three-year-olds room, while children are engaged in a painting activity there are missed opportunities to challenge and extend their thinking. This is because staff tell children that by mixing colours they will make purple. They do not consistently encourage children to think by asking them what is happening, or how they might make a particular colour. All staff have attended in-house training on the 'Every Child a Talker' programme but the strategies learned are yet to be fully implemented and embedded. Children for whom English is an additional language are suitably supported. The nursery has bilingual staff who speak numerous languages and who are on hand to support children and their families. In addition, staff obtain key words from parents and use visual aids to help communication. All children take part in daily song and story sessions that further contribute to them developing a suitable vocabulary.

During settling-in sessions staff ask parents lots of questions to find out about their child's likes, dislikes and routines. A base-line assessment is completed by staff to ensure they know the children well before they are left in their care. Regular assessments are completed to monitor the child's progress, including the required progress check at age two. Parents are fully involved in this process by taking their child's files home every term and adding their own observations and assessments. In addition, parents are invited to regular parents' evenings. Staff complete a summary of each child's achievements every term and they complete daily communication books, which also include a statement of the child's learning. These are shared with parents so they are always very well informed regarding their child's progress. As a result, parents say that they feel very involved with their child's learning and development. The manager has recently implemented a system to monitor the progress of groups of children. Although this system is in its infancy, she has identified that some groups of children need extra support with their communication and language development. Therefore, she has targeted this for improvement. Children who are identified as having special educational needs and/or disabilities are referred to the nursery's special educational needs coordinator. She provides staff with support and guidance, such as ensuring appropriate individual education plans are in place and that the staff work alongside parents and other professionals to ensure children's needs are met. Consequently, the children are suitably supported and parents are pleased with the progress their children make.

Within the baby room sensory exploration is encouraged through a suitable range of messy and treasure basket play. For example, babies investigate jelly, water and a range of everyday and natural items. Their physical skills are satisfactorily supported. For instance, babies take part in tummy-time sessions, use walkers, pull themselves up on low-level furniture and have space to crawl and practise walking. Babies take part in regular 'babbling babies' sessions and staff respond appropriately to their early attempts at conversation. Babies are fully engaged with staff and have fun while they bang metal objects together to make sounds. Staff positively reinforce this with praise and say to them 'bang'. Consequently, young children begin to make connections and link their actions to familiar words.

Children's mathematical development is fostered well through a good range of planned

and spontaneous activities. Staff routinely introduce mathematical language into their everyday routines. For instance, staff ask children 'how many have you got?' and encourage them to count each other when they are lining up to go out. Board games and jigsaws further contribute to their mathematical development. Older children confidently use mathematical language. For example, they count one to six on the number line. In addition, children use 'money' as they take on the role of shop keeper, weigh a range of objects with the scales, use different shaped cutters with play dough and explore different sized containers in the sand and water trays. As a result, children develop a good understanding of numbers, shapes, patterns, weight and measure. All children have constant access to resources to develop their early writing skills. For instance, children explore sand, chalks and paint to make patterns and pictures on a large and small scale. Older children help themselves to pens and pencils and have started to form recognisable letters. Pre-school children take part in regular phonics sessions. In addition, the nursery is rich with print for children to refer to and make connections between the pictures and the written word. All of which contributes to children developing good literacy skills. Children's physical skills are appropriately catered for. Children take part in regular 'keep fit' sessions and have daily access to the outdoors where they run and play ball games. Children's independence is suitably fostered. For example, two children are chosen each day to be the room helpers and all children are encouraged to help tidy up. Children play and learn in an inclusive environment. They explore a wide range of festivals and there is a suitable range of resources which positively portray diversity. Consequently, children develop an awareness of the diversity of the world in which they live. As a result of all the activities and experiences on offer for children, they are suitably supported to acquire the skills necessary for school.

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

Staff have created a warm and welcoming environment where children are happy and confident. Individualised settling-in procedures support children as they settle and their key person ensures their care needs are met. Children demonstrate that they feel safe by confidently exploring their environment. Babies snuggle into their key person when they are hungry or tired. Children take part in regular evacuation practises and the manager invites professionals, such as fire fighters into the nursery to support children's awareness of how to keep themselves safe. Overall, children are well behaved because staff use lots of praise and rewards, including stickers. However, although children are generally engaged in activities, staff do not consistently offer children explanations for any unwanted behaviours. For instance, when children climb on furniture staff ask them to get down but do not always explain why. This does not maximise opportunities for children to consolidate the behaviour expectations of the nursery or keep themselves safe.

Children's health is adequately promoted. Robust cleaning procedures ensure children play and learn in a clean environment. In addition, staff and visitors do not wear outdoor shoes in the babies' rooms to ensure carpets are safe for babies to crawl and explore on. Staff give children positive messages regarding hygiene. For example, they remind children to wash their hands before meals. Children are served nutritious meals and any child that does not like the meal is offered an alternative option. Fresh drinking water is always accessible and available in the children's rooms for children to help themselves to when

they are thirsty. All children have daily opportunities to exercise in the fresh air. This contributes to children developing healthy habits. Children learn to keep themselves safe as they take part in the emergency evacuation drills and learn good practices from staff, such as tidying away their toys.

Once children are ready to move on to school, there are good arrangements in place to support them and ensure they are emotionally prepared for the move. The key person takes photographs of the school to share with the children and she also completes a transition record. Teachers are welcomed into the nursery to meet the children. In addition, their development records are shared with their new teachers. This helps children to have a smooth move into their new setting and ensures that teachers are well informed so they can support children's individual needs.

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

This inspection was prioritised when concerns were raised regarding the supervision of children, procedures for dealing with accidents and injuries and the accessibility of the nursery's complaints procedure. At the inspection the staff demonstrated that they adequately supervise children and they deploy themselves suitably to meet their needs. In addition, the complaints procedure is displayed on the parents' information board. However, it was also found that some staff members are not sufficiently aware of the procedures to identify risk and are therefore not well placed to address all potential hazards to children. This is a breach of the safeguarding and welfare requirements of the Early Years Register.

The leadership and management of the nursery demonstrate a sound awareness of the Statutory framework for the Early Years Foundation Stage. All staff show that they are generally aware of their responsibilities to safeguard the children in their care. They are clear about the procedure they would follow should there be any concerns regarding the suitability of adults working in the nursery. Ratios are maintained and staff suitably supervise children. Recruitment procedures are robust, which ensures that all adults working with the children are suitable to do so. Accident reporting and recording procedures meet requirements.

The leadership and management of the nursery demonstrate that they are committed to improving the quality of the provision for children. Since the last inspection the manager and her team have worked hard to bring about improvements. Numerous systems to monitor the overall effectiveness of the nursery, including self-evaluation have been put in place. The manager has embraced support from the local authority and from other sources, such as other early years settings. Together they have identified the strengths and weaknesses of the nursery, including the members of staff who require extra support. The manager and her team have addressed every area for improvement that was identified through their audits and action plans. In addition, the nursery has addressed every action that was set at their last inspection. For instance, monthly in-house training has suitably improved knowledge and understanding of the learning and development requirements. Ongoing monitoring systems ensure that the educational programmes are

checked weekly to ensure they meet the needs of the children. In addition, the manager has implemented methods that adequately identify and manage under performance, including annual appraisals and peer observations. This demonstrates a clear commitment to drive improvements forward.

Partnerships with parents have vastly improved since the last inspection, particularly in regard to working in partnership to support children's learning. Parents are extremely complimentary about the nursery and staff. They say they are very happy with the care their children receive and with their child's progress. In addition, parents say the team is very supportive and their children love going to the nursery. Partnerships with other professionals are equally effective. The special educational needs coordinator works alongside other professionals to ensure targeted interventions are in place to support children. Once children are ready to move onto school, staff understand the importance of liaising with teachers to support this change. This ensures that children receive a consistent and complementary approach to their learning.

### **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

<b>Unique reference number</b>	500096
<b>Local authority</b>	Manchester
<b>Inspection number</b>	966130
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	94
<b>Number of children on roll</b>	157
<b>Name of provider</b>	Falah Al Khafaji
<b>Date of previous inspection</b>	17/04/2013
<b>Telephone number</b>	0161 740 1777

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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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