

# Happy Tots Private Day Nursery

270 Middleton Road, Crumpsall, Manchester, M8 4NB



## Inspection date

Previous inspection date

9 February 2015

1 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The enthusiastic and motivated staff team know the children well. They use playful teaching and challenging activities to support children's learning and help them to make good progress in preparation for school.
- Staff use effective ways to promote children's positive behaviour. Staff are good role models who use sensitive explanations and consistent rules and boundaries. This means that behaviour is good.
- The owner and manager demonstrate a strong commitment to making improvements through effective self-evaluation. They involve parents, children and staff in this process, which has a positive impact on the learning experiences for children.
- All staff benefit from regular safeguarding training, which means they are confident in the process to follow if they have concerns about children's welfare. This means that children are well-protected and kept safe from harm.

### It is not yet outstanding because:

- The current system for mentoring staff does not enable them to share their knowledge, skills and expertise directly with each other. For example, by completing peer observations of each other's practice, to further raise the already good quality of teaching.
- Staff have some links with other settings that children attend. However, do not consistently share information to provide continuity in children's learning.

## What the setting needs to do to improve further

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

- extend the current system for mentoring staff by, for example, introducing peer observations that enable staff to observe each other in practice and share their skills with each other, to further enhance the already good quality of teaching
- strengthen the relationships with other early years settings further, to provide more continuity in children's learning and development.

### Inspection activities

- The inspector observed activities in the nursery rooms and outdoor areas.
- The inspector conducted a joint observation and held a meeting with the manager and owner.
- The inspector spoke to staff and gained the views of parents.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and reviewed the nursery's self-evaluation and action plans.

### Inspector

Layla Clarke

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide children with a range of activities and experiences that excite them and ignite their curiosity. This means that they are motivated to learn. Babies make marks in paints and delight in catching bubbles. Toddlers make shapes in dough, scented with lavender, as staff introduce them to new words and colours. Older children gain an understanding of similarities and differences using mirrors and puppets and form recognisable letters using pens and white boards. This means that children are supported to acquire the skills for their next stage in learning. Staff use effective communication strategies, such as pictures and labels so that children who speak English as an additional language and those with special educational needs and/or disabilities are able to communicate in their preferred ways. Staff involve parents in children's learning and there are some links with other early years settings that children attend. However, these relationships do not consistently focus on sharing information, to provide a continuous approach to children's learning.

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

The nursery is warm, welcoming and secure, which means that children have a safe environment in which to play and explore. Children benefit from settling-in sessions and support from their key person, which means that they are emotionally well supported and are confident to leave their parents. Children learn about healthy lifestyles, as staff provide a range of nutritious meals and snacks. Older children operate a self-service routine for lunch time. Younger children are able to feed themselves, supported by staff who help them if required. This promotes their independence. The layout of the rooms and the labelling of toys and equipment, means that all children are able to make independent choices about what they want to play with. This supports their confidence and self-esteem. Children benefit from daily access to the designated outdoor play areas. Babies can explore safely, while older children benefit from good-quality, active play opportunities. This means that physical well-being is supported well.

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

The owner and manager have a thorough understanding of their responsibilities in meeting the requirements of the Early Years Foundation stage. Staff benefit from regular training, supervision and appraisals with the manager. As a result, they are supported to continue to improve their skills and gain qualifications in order to meet all children's needs. The manager completes observations of staff practice. However, staff do not have an opportunity to observe each other and to share their knowledge and skills, to further raise the good quality of teaching. Staff work well with external agencies. This means that children with special educational needs and/or disabilities receive the support required and are making good progress in relation to their capabilities. Effective systems for planning and assessment result in good-quality care and learning opportunities for all children.

## Setting details

<b>Unique reference number</b>	500096
<b>Local authority</b>	Manchester
<b>Inspection number</b>	977342
<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>	101
<b>Name of provider</b>	Falah Al Khafaji
<b>Date of previous inspection</b>	1 April 2014
<b>Telephone number</b>	0161 740 1777

Happy Tots Private Day Nursery was registered in 1999. The nursery employs 12 members of staff. Of these, one holds Early Years Professional Status, seven hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year old children. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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