

Happy Futures Nursery

Trinity House, Aintree Road, Stratford upon Avon, CV37 9FL



Inspection date

31 August 2016

Previous inspection date

29 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection the provider has made significant improvements. There are now effective systems for recording and monitoring accidents and to inform parents about children's injuries and any treatment given. All areas of the nursery are kept clean, tidy and inviting. The staff now confidently and accurately follow up children's learning needs in their planning and teaching.
- There are positive relationships with parents, who are delighted with the quality of care and their children's progress. They comment on how well staff know, and take account of, their child's personality, interests and abilities. Staff and parents often discuss children's care and development. Parents welcome recent initiatives to further involve them in their children's learning.
- The provider and manager have strengthened monitoring and evaluation of staff's teaching. Staff have improved their interactions and use of resources as a result of observing each other and visiting an outstanding nursery. They confidently plan for children's individual learning needs and successfully help them to make good progress.
- Babies and children are happy, settled and confident. They eagerly join in activities organised in welcoming, child-friendly surroundings. Babies and children are purposeful, remain interested and have fun, responding to the manager's and staff's attentive support and encouragement.

It is not yet outstanding because:

- Staff foster children's choices and ideas for play. However, they do not always encourage children to discuss and review their work, abilities and achievements, to extend their involvement in planning for their future learning.
- There is scope for staff to further extend the range of resources and experiences, to enable children of all ages to engage in varied, stimulating and imaginative role play.

What the setting needs to do to improve further

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

- create more opportunities for children to discuss and review their work, abilities and achievements, to enable them to contribute positively to planning for their future learning
- extend the range of resources and experiences to enable children of all ages to engage in varied and stimulating imaginative role play.

Inspection activities

- The inspector viewed areas of the nursery used for children's care and learning.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations of activities with the nursery manager.
- The inspector had meetings with the provider and nursery manager and spoke to staff and children during the inspection.
- The inspector looked at and discussed relevant documentation, including the provider's action plan, accident records, risk assessments and evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views from her discussions with them during the inspection.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The provider and manager have embedded effective monitoring, evaluation and planning for improvement. They have successfully raised the quality of teaching and care, which are now good. These measures, and robust staff performance and development procedures, ensure staff are well qualified, knowledgeable and confident. Their effective teamwork ensures children are well cared for, kept safe and enjoy rich and varied activities. Arrangements for safeguarding are effective. The provider, manager and staff have a sound knowledge of abuse and neglect. They are vigilant about keeping vulnerable children safe and know exactly what action to take if they have concerns about a child. The manager and staff work professionally with different agencies to provide well-targeted support for children who have special educational needs or disability. Their good links with schools help children to make smooth transitions into full-time education.

Quality of teaching, learning and assessment is good

Staff draw on their observations, assessments and knowledge of each child's abilities and interests to plan relevant, suitably challenging activities. This, and their skilful interactions, ensure babies and children learn and progress well. Any concerns about a child's development are promptly identified and addressed. Staff also value children's home languages and confidently help them to soon understand and speak English. Staff make learning interesting and fun. Babies eagerly explore features and textures in a book during a well-told story and they are excited by the surprise ending. Toddlers concentrate well when making pretend meals and exploring sand, water and shapes. During parachute play they enjoy moving in different ways and making a den. Staff encourage pre-school children's observations and challenge their thinking. For instance, children talk about patterns and predict the number of bricks they need as they build towers.

Personal development, behaviour and welfare are good

The key-person system works really well. Parents appreciate the personal contact with staff, and children have close bonds with their key person. Staff ensure children soon settle when they start at, and move within, the nursery. Children are well behaved and get on well. They know the routines and behaviour expectations, which staff gently explain and reinforce. Children follow staff's requests and want to help, for instance, with tidying away toys. Children are nurtured and thrive, enjoying delicious meals and regular outdoor and active play. Children grow plants and enjoy learning about the local community.

Outcomes for children are good

Children are well prepared for their future learning, including starting school. They are eager, confident, articulate learners. Staff skilfully help children with speech delay, or who speak English as an additional language, to communicate well. Older children enjoy learning and speaking French. Babies and children relish stories, songs and making marks. Older children recognise letters and sounds and practise early writing. Babies love number rhymes and toddlers match colours and shapes. Children in the pre-school accurately count and compare numbers and describe the features of complex shapes.

Setting details

Unique reference number	EY414349
Local authority	Warwickshire
Inspection number	1060746
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	69
Number of children on roll	67
Name of registered person	Happy Futures Day Nursery Limited
Registered person unique reference number	RP901118
Date of previous inspection	29 April 2016
Telephone number	01789414220

Happy Futures Nursery was registered in 2010 and is part of the Monkey Puzzle Franchise Group. The nursery employs 12 members of childcare staff, of whom 10 hold appropriate qualifications at level 3 or above. The nursery also employs a chef. The nursery opens from Monday to Friday, all year round except for bank holidays and the period between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disability.

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